How Young People are Faring

KEY INDICATORS **2005**

An update about the learning and work situation of young Australians

Dusseldorp Skills Forum
www.dsf.org.au

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CONTENTS

	Acknowledgements	ii
	Tables	iv
	Figures	v
	Attachments	vi
	Foreword	vii
	Highlights	viii
How young people are faring, 2005		1
Indicator 1	The proportion of young people not in full-time education and not in full-time employment	5
	Teenagers	5
	School leavers	10
	Young adults	17
Indicator 2	The ratio of the unemployment rate among 15 to 24 year olds to the rate among 25 to 54 year olds	20
Indicator 3	The proportion of the population aged 20 to 24 years who have completed Year 12 or a post-secondary qualification	24
Patterns of participation		28
	Changes in participation at school (VETiS, SWL & SBNA) and post-school (the labour market, apprenticeships, TAFE & university)	
	VET in Schools and School-Based New Apprenticeships	28
	Participation in post-school education	33
	Part-time work and youth employment	38
Conclusion		46
Attachments		48

TABLES

1	Education and labour force status of 15 to 19 year-olds, Australia, May 2005	6
2	The percent of 15 to 19 year olds who are not in full-time education or full-time work by single year of age, Australia, May 1999-2005	7
3	The percent of 15 to 19 year-olds who are both working and studying part-time, Australia, May 1990-2004	8
4	Percent of 15 to 19 year-olds who are not in full-time education or full-time work by State, May, 1999-2005	9
5	Percent of 15 to 19 year-olds in full-time school, full-time tertiary and full-time work by State, May, 2005	10
6	Education and labour force status of school leavers, Australia, May 2005	11
7	Education and labour market destinations of school leavers in the year after leaving school by their highest year of school completed, 15 to 24 year-olds, Australia, May 1994, 1999 and 2004	13
8	Percent of school leavers who were working part-time, unemployed or not in the labour force and not studying by highest year of school completed: 15 to 24 year-olds, May 1998–2004	15
9	Percent of school leavers who are not in full-time education or full-time work by State, April-June, 1999-2005	17
10	Education and labour force status of 20 to 24 year-olds, Australia, May 2005	18
11	Percent of 20 to 24 year olds who have completed Year 12 or have a post-school qualification, Australia, May 1994 to 2004	25
12	Percent of 19 and 20 year olds who have completed year 12 or obtained any post-school qualification by state, 2002 to 2004	26
13	Percent of 24 to 25 year olds with Certificate III or higher by state, 2001 to 2004	27
14	Students enrolled in VET in School programs as a percent of senior secondary students, States 1997-2004	29
15	Enrolments in VET in School programs, contact hours and structured workplace learning, States 2004	30
16	Students commencing School-Based New apprenticeships as a percent of senior secondary students, States 1998-2004	32
17	The percentage of 15 to 19 year olds in part-time employment by hours of work and preference for more hours of work: Australia, August 2004	42
18	Main activity of males and females not in the labour force: 15 to 24 year olds, Australia, Sept 2004	43
19	The percentage of 20 to 24 year olds in part-time employment by hours of work and preference for more hours of work: Australia, August 2004	44

FIGURES

1	The proportion of 15 to 19 year olds not in full-time education or full-time work, Australia, May 1986 to 2005	6
2	The percentage of 15 to 19 year olds who are not in full-time education and are working part-time, unemployed or not in the labour force: Australia, May 1986 to 2005	9
3	The percent of male and female school leavers not in full-time education or full-time work in May the year after leaving school, Australia, 1986 to 2005, 15-19 year-olds	12
4	The percent of male and female school leavers not in full-time education or full-time work in May the year after leaving school, by state, 2005, 15-19 year-olds	16
5	The percentage of 20 to 24 year olds not in full-time education or full-time work, Australia, May 1986 to 2005	19
6	Unemployment rates of 15 to 19 and 20 to 24 year olds not in full-time education and of 25 to 64 year-olds, Australia, April-June 1987 to 2005	20
7	The ratio of the unemployment rates of 15 to 19 and 20 to 24 year olds not in full-time education to the unemployment rates of 25 to 64 year-olds, Australia, April-June 1987 to 2005	21
8	The ratio of unemployment rates for 15 to 24 year olds to 25 to 54 year olds: OECD countries, 2004	22
9	Percent in full-time work by highest post-school qualification, highest level of school attainment and sex, 25 to 54 year-olds not in full-time study, Australia, May, 2004	24
10	Students enrolled in VET in Schools programs and in School-Based New Apprenticeships, Australia, 1996 to 2004	28
11	Structured workplace learning: participation and hours, Australia, 1999 to 2004	31
12	Full-time school and tertiary students aged 15 to 19 and all full-time students aged 20 to 24, Australia, April-June, 1986 to 2005	39
13	Percent of males and females in part-time work: 15 to 19 and 20 to 24 year olds not in full-time education, Australia, May 1986 to 2005	41
14	Full-time job growth for 15 to 19 and 20 to 24 year olds not in full-time education compared with 25 to 64 year olds, Australia, May 1995 to 2005	42

ATTACHMENTS

A1	Participation in full-time education, full-time work, or both part-time education and part-time work, by state and single year of age, 15 to 25 year-olds, May 2004	48
A2	Young people not in full-time education or full-time employment, 15 to 19 year-olds, Australia, May 1986 to 2005	48
A3	Percent of 15 to 19 year olds who are not in full-time education or full-time work including and excluding those combining part-time work and part-time study, Australia, May 2004	49
A4	Labour force activities of 15 to 19 year olds not in full-time study or work, Australia, May 1986 to 2005	50
A5	School leavers not in full-time study or work in May of the year after leaving school, Australia, 1986-2005	51
A6	Labour force activities of school leavers not in full-time study or work in May the year after leaving school, Australia, 1986-2005	52
A7	Percent of 20 to 24 year olds not in full-time education or full-time employment, Australia, May 1986 to 2005	53
A8	Labour force activities of 20 to 24 year olds not in full-time study or work, Australia, May 1986 to 2005	54
A9	Percent of young people neither in education or work: OECD countries, 2003	55
A10	Unemployment rates of 15 to 19 year-olds not in full-time study and unemployment rates of 25 to 64 year olds, Australia, April-June 1987 to 2005	56
A11	Ratio of unemployment rates of young people not in full-time study to unemployment rates of 25 to 64 year olds, Australia, April-June 1987 to 2005	57
A12	Unemployment rates for 15 to 24 year olds and the ratio of unemployment rates for 15 to 24 year olds to 25 to 54 year olds: OECD countries, 2004	58
A13	Labour force participation of 25 to 54 year-olds not in full-time study, by highest post-school qualification and highest grade of school completed, Australia, May 2004	59
A14	Percentage of the population that has attained at least upper secondary education by age: OECD and other countries, 2003	60
A15	Students enrolled ('000s) in VET in Schools programs and in School-Based New Apprenticeships, Australia 1996-2004	61
A16	Participation in structured workplace learning by students VET in Schools programs and hours of structured workplace learning per student participating in structured workplace learning, Australia 1996-2004	61
A17	New Apprenticeship school leaver entry rates and profile by selected characteristics, 1999-2004	62
A18	New Apprenticeship commencement rates and profile by selected characteristics, 15 to 19 year-olds, 1999-2004	63
A19	New Apprenticeship participation rates and profile by selected characteristics, 15to 19 year-olds, 1999-2004	64
A20	Participation in VET, hours per student and profile by selected characteristics, 15to 19 year-olds, 1999-2004	65
A21	Higher education Year12 entry rates and profile by selected characteristics, 15to19 year-olds, 1999-2004	66
A22	Higher education commencement and participation rates and profiles by selected characteristics, 15 to 19 year-olds, 1999-2004	67
A23	Part-time employment of full-time school and tertiary students, 15 to 19 and 20 to 24 year olds, Australia, April-June 1986 to 2005	68
A24	Full-time and part-time employment: 15 to 19 and 20 to 24 year olds not in full-time study, Australia, May 1986 to 2005	69
A25	Part-time work as a proportion of non-student employment, males and females aged 20-24 years, OECD countries, 2001	70
A26	Number of full-time jobs and full-time job growth by age group: Australia, May 1995 to 2005	71

FOREWORD

While *How young people are faring 2005* is the seventh in this annual series, the Prime Minister, Mr Howard, has ensured that it is being published in a very different policy environment to previous years.

In launching the Coalition's election campaign in Brisbane on 26 September last year the Prime Minister set a new and unequivocal benchmark for his Government's fourth term:

> *We aim at nothing less than assisting all young Australians from age 13 to 19 to make a successful transition from school to an enduring career.*

Just on a year later, at the Skilling Australia Conference, he added that success should not be measured by school retention alone: 'a better test is the success of young adults in making the transition from school to employment'. He has spoken on several occasions of the importance of opportunities for young people opting to leave school upon completion of year 10.

How young people are faring 2005 addresses each of these matters.

Mike Long, the report's author, concludes that each year a substantial proportion of our young people fare poorly in making the transition from school to work or further study. Reflecting on this latest data, he notes that this is a problem that seemingly won't go away; in spite of an unprecedented period of sustained economic growth.

How young people are faring 2005 suggests that as a nation we are only just holding our own against our international competitors. On the domestic front, it tells a story of insiders and outsiders. Many young people today are better educated and better skilled than previous generations, but the half million 15-24 year olds who are at best marginally attached to learning or work face enduring disadvantage. And, not surprisingly perhaps, those young people growing up amidst stressed socio-economic circumstances are particularly susceptible.

This isn't to say that there isn't good news in this year's report. For there most certainly is: a substantial increase in the number of teenagers taking up trade apprenticeships; continuing improvement in the educational attainment of young people; and a notable drop in youth unemployment.

Moreover, as the report notes, there have been a series of new Commonwealth initiatives and State-based reforms which, if successful, should start to improve outcomes for young people over the next few years. Just how significant an impact they will have will largely depend on how seriously these initiatives are backed by adequate resourcing and genuine cooperation between Commonwealth and State Governments; including program coordination, nationwide coverage, targeted initiatives for supporting those young people most in need (especially those leaving school early), and the capacity to combine resources (potentially through the pooling of available funds).

We welcome the Prime Minister's commitment and fully support the benchmarks he has set his Government. This report clearly articulates the challenges Mr Howard faces if his Government is to deliver on its fourth term promise.

Jack Dusseldorp,
Chair, Dusseldorp Skills Forum

HIGHLIGHTS

15 to 19 year olds

- In May 2005 85.1 percent of Australian teenagers were in full-time study or full-time work.
- 14.9 percent or 208,400 teenagers were not in full-time education or full-time employment.
- The proportion of teenagers not in full-time study or full-time work has declined only slightly since the recession of the early 1990s and has been almost unchanged for nearly a decade.
- A quarter of 18 and 19 year olds were not in full-time education or full-time employment in May 2005.
- In May 2004 80 percent of teenagers had completed secondary school or a Certificate II or higher compared with 78 percent in 2003 and 75 percent in 2002.

20 to 24 year old young adults

- 24 percent or 352,500 young adults were not in full-time education and were either unemployed or wanting work, or just working part-time, in May 2005.
- 51 percent of young adults had completed a Certificate III or higher, unchanged from 2004 but up from 48 percent in the preceding two years.

School leavers

- 84,400 (29 percent of) teenagers who left school in 2003 were not in study and were either working part-time, unemployed, or not in the labour force in May 2004.
- 38,000 early school leavers (45 percent of Year 10 completers and 40 percent of Year 11 completers) in 2003 were not in study or full-time work in May 2004.
- Female school leavers are more likely to experience a troubled transition from school than male school leavers despite a higher rate of completing Year 12 and higher participation rates in post-school education.
- Prospects of work and further education for early school leavers have changed very little in recent years despite the improving economic conditions—43 percent of early leavers and 23 percent of school completers still experienced a troubled transition in 2004.

Employment and training

- The *number* of full-time jobs for teenagers has not increased between 1995 and 2005 and for young adults has declined by 10 percent. Over the same period, full-time jobs for other adults increased by 18 percent.
- In May 2005, unemployment rates for Australians aged 15 to 19 years were more than three and a half times higher than for adults aged 25 to 64 years; and unemployment rates for 20 to 24 year olds were twice those of adults aged 25 to 64 years.
- The proportion of teenage apprentices taking up trade apprenticeships has increased markedly from 37 percent in 2003 to 46 percent in 2004.
- Three percent of senior secondary students began a School Based New Apprenticeship in 2004.
- In 2004, nearly 50 percent of students in Years 11 and 12 were enrolled in a VET in Schools program.
- Indigenous youth are still educationally disadvantaged.
- Higher education commencement rates and VET participation rates have declined over the last few years.

How Young People are Faring 2005

***How young people are faring* is a series of annually updated reports.**

This report continues to be published because it is important to monitor the effects of economic changes and government policy on the educational and labour market outcomes of young people. Like its five predecessors, this report paints a broad picture of:

- the current levels of participation of young Australians in education and work;
- the changes in this participation in recent years;
- the changes in the educational attainments of young Australians; and
- the situation of Australian youth in an international context.

Improving the education and training of young Australians is more important than ever because of skills shortages and an ageing workforce.

In recent years *skills shortages* have emerged as a central concern of politicians, businesspeople and the wider community. A highly skilled workforce is a prerequisite for economic growth and a good standard of living. Australia's strong economic growth over a number of years has highlighted the converse—that the absence of skilled workers can constrain and even threaten economic growth and prosperity. Businesses are finding it increasingly difficult to recruit and retain the skilled workers they need in a range of occupations including, but not restricted to, the traditional trades.

The ageing of the Australian workforce is a longer term phenomenon that adds to current concerns about skills shortages. As more skilled workers reach retirement age, it is necessary to ensure that there are enough new workers with appropriate skills to replace those leaving the workforce. This question further underlines the importance of the education and training of Australia's youth.

Reforms to the vocational education and training sector have sought to create a system that is industry-led and provides training that meets the needs of Australian enterprises. The New Apprenticeship scheme in particular provides industry with incentives, flexibility in choice of provider and the type of training delivery, greater scope of training in terms of occupations and industry and broader coverage by including both older and existing workers. Much of the commentary on skills shortages, however, has focused on the balance of training provided under New Apprenticeships and questioned whether current arrangements meet the longer term needs of Australian industry.

The focus of this report—on the educational participation and attainment of young Australians and their participation in the labour force—highlights the extent to which many young Australians are less than fully engaged in either work or study. While various proposals are advanced to address skills shortages, policies designed to improve the educational and labour force participation of young Australians are a compelling response on both social and economic grounds.

Education and training of young Australians is a sound investment.

A recent report estimates the economic benefits of improving the educational attainments of young Australians[1]. A realistically costed package to increase the number of young people completing Year 12 or an equivalent vocational qualification by 50,000 annually produced a *net* increase of 1.1 percent of GDP —or about $500 per Australian per year. The change in educational attainment is similar to increasing current educational attainment levels by about 10 percentage points. The benefits come from improved labour productivity and increased labour force participation. In the medium term, increased taxation revenue and reduced welfare expenditure would more than offset the increased expenditure on the package.

Young people can choose from an increasing array of work, education and training pathways.

Both the Australian and the various State governments have sought to increase the employment and skills of young Australians by broadening the range of options and support available to them as they leave school.[2] In the different states, young people can:

- leave school to complete their senior school certificate at a TAFE institute or a private non-school education provider;
- attain nationally recognised vocational education and training (VET) qualifications while still at school;
- be simultaneously enrolled at a TAFE institute and at a school;
- commence traineeships and apprenticeships while still at school;
- study for school or VET qualifications with Adult and Community Education (ACE) providers and private providers.

Full-engagement in education or work summarises the many educational and employment pathways that young people can take.

The importance of full-time education for many young people makes describing their circumstances more complex. For instance, part-time work may be a convenient source of financial support for full-time students but a second-best option for many other young people who want full-time work. Accordingly most of the results in this report distinguish between young people who are studying full-time and young people who are not.

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[1] Access Economics, 2005, *The economic benefit of increased participation in education and training.* DSF and BCA. www.dsf.org.au

[2] In this report the term 'State' includes 'Territory'.

Measures of individual pathways that young people choose to follow—retention at school, participation in VET, apprenticeship and traineeship commencements, full-time employment—risk missing the bigger picture. Higher participation in VET or New Apprenticeships might reflect lower retention in schools; lower levels of full-time youth employment might reflect better education and training options.

This report focuses on the majority of young people who do not enter university. It presents information about enrolments in school, VET and apprenticeships. Chiefly, however, the report is interested in those young Australians who are *not* in full time education and *not* in full-time work—in those who are working only part-time, are unemployed or are not in the labour force. These are the young people who can be described as 'falling through the cracks' or 'at risk'. Lower levels of skill development and of longer-term employment are only two aspects of the increased risks they face.

Increasing emphasis is being given to the *transition* from school to work.

Educational attainment and the quality of the school transition are closely connected. Young people who remain longer at school are more likely to be fully engaged in work or study after leaving school and a better transition can involve further education and training. A poor transition, however, is often associated with lower levels of educational attainment and missed opportunities for the development of skills for employment.

The Australian and state governments have introduced measures to improve the transitions of school leavers. The list is extensive.[3] Under the banner of the Australian Network of Industry Careers Advisers (ANICA) initiative the Australian Government provides a number of related programs: the Local Community Partnerships; Adopt A School; Job Pathways; Regional Industry Careers Advisers; and National Industry Careers Specialists Networks (NICs). In various ways these programs focus on improving the education and work prospects of young people 19 years and under who are deemed at risk for one reason or another. The network of Australian Technical Colleges addresses issues of skill development. Arguably changes to the Youth Allowance, the Job Network and New Apprenticeships have also been intended to improve the school to work transitions of young people.

Many of the state governments, which have prime responsibility for schools and vocational training, have recently introduced, or are about to introduce, major reforms to education and transition arrangements. The initiatives include raising the minimum school leaving age, reviews of senior school curriculum and end-of-school certification, the continued expansion of the VET in School and School-Based New Apprenticeships initiatives, closer monitoring of the transition process, the creation of community networks focusing on the employment and learning of young people and mentoring and career planning initiatives. The results of these reforms should be felt in the next few years.

International comparisons show what can be achieved.

Several tables in this report provide comparisons with other OECD countries. All too often reform is stymied by a willingness to accept the status quo as inevitable. International comparisons show what other countries have already achieved in terms of

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[3] See Kellock, P, The Asquith Group, 2005. *Local investment, national returns. The case for community support for early school leavers.* DSF, www.dsf.org.au, p.8 for an overview of the various policy initiatives of the Australian and state governments.

the transition from school and the educational attainment and labour force participation of their young people and what can therefore be achieved in Australia as well.

Comparisons with other countries are also important because it is the *relative* level of educational attainment and labour force participation that is important for Australia's economic competitiveness. To maintain international competitiveness, the skill levels of the Australian workforce need to improve at least as quickly as those of our major global economic competitors. To improve our international competitiveness, the skill levels of the Australian workforce need to improve more quickly than those of our major global economic competitors.

Several data sources are used in this report.

The majority of the results in this report are drawn from the Australian Bureau of Statistics (ABS) monthly *Labour force surveys.* Some are based on the May supplementary survey, *Education and work,* which provides greater detail on educational participation and attainment. The two surveys, however, differ slightly in scope and consequently estimates may differ in the two surveys. Additionally estimates from the *Labour force survey* are often revised to incorporate information about the population from other sources.

Estimates from the ABS surveys are based on samples and hence subject to sampling error. The smaller the category, the greater the variability. This limits the extent to which it is possible to provide more detailed analyses. In some instances the estimates presented in the report stretch the capacity of the data to provide reliable indicators. Where this occurs it is indicated in the text or table notes.

Other estimates for particular educational sectors are based on administrative records, including MCEETYA's published results on VET in School programs and School-Based New Apprenticeships. The report also draws administrative records provided by NCVER and DEST. International comparisons rely on OECD publications.

The following sections consider three main measures of the educational attainment and labour force participation of young Australians:

- The proportion of the population aged 15 to 19 years not in full-time education and not in full-time employment.
- The ratio of the unemployment rate among 15 to 24 year olds to the unemployment rate among 25 to 54 year olds.
- The proportion of the population aged 20 to 24 years who have completed Year 12 or a post-secondary qualification.

Indicator One

The proportion of young people not in full-time education and not in full-time employment.

The proportion of young people who are fully engaged in work or study is a concise measure of the overall circumstances of young people. It summarises the many different educational pathways school leavers can take to further education and work as well addressing the two major post school activities—full-time education and full-time work.

The proportion of young people who are *not* fully engaged in education or work is an indicator of the extent to which young people are not making a successful transition from school. These are the young people who are not studying full-time and are working only part-time, unemployed or are not in the labour force.

This chapter presents some evidence on the current level of this indicator and the way in which it has changed in recent years. The proportion of young people who are not fully engaged in education and work is presented for three main groups:

- *teenage youth* or 15 to 19 year-olds;
- *school leavers*; and
- *young adults* or 20 to 24 year-olds.

The chapter also examines specific combinations of study and work and differences in the indicator between young men and women, across states, and for different grades of school attainment.

TEENAGERS

About 15 percent of 15 to 19 year-olds are not fully engaged in learning or work.

In May 2005 most (85 percent) 15 to 19 year-olds were either studying full-time or working full-time. Sixty nine percent were in full-time education, either at school, TAFE, university or another education provider. Of the remaining third (31 percent) who were not in full-time education, about a half were in full-time work (Table 1).

The 15 percent who were not studying or working full-time (12 percent of male teenagers and 17 percent of female teenagers) were working part-time, looking for work or not in the labour force (the boxed cells in Table 1). In terms of actual numbers, this group represents 208,400 young people. They are likely to be experiencing difficulty in making a successful transition from secondary education and face a higher level of risk in the labour market over the long term than their counterparts who are fully engaged in education or training.

In 2005, among 15 to 19 year-olds, females (72 percent) were more likely to be studying full-time than were males (66 percent), but were markedly less likely to be working full-time (11 percent compared with 22 percent). Overall, more females (17

Table 1

Education and labour force status of 15 to 19 year-olds, Australia, May 2005

	IN FULL-TIME EDUCATION					NOT IN FULL-TIME EDUCATION					
	Full-time work	Part-time work	Seek-ing work	Not in the labour force	**Sub Total**	Full-time work	Part-time work	Unem-ployed	Not in the labour force	**Sub Total**	**Total**
Males %	0.7	22.2	5.2	37.9	**66.0**	21.6	5.4	4.2	2.9	**34.0**	**100.0**
Females %	0.5	32.4	4.8	33.7	**71.5**	11.1	9.1	3.5	4.9	**28.5**	**100.0**
Persons %	0.6	27.2	5.0	35.8	**68.7**	16.4	7.2	3.8	3.9	**31.3**	**100.0**

Notes ABS *Labour force Australia*, 6291.0.55.001—LM3.

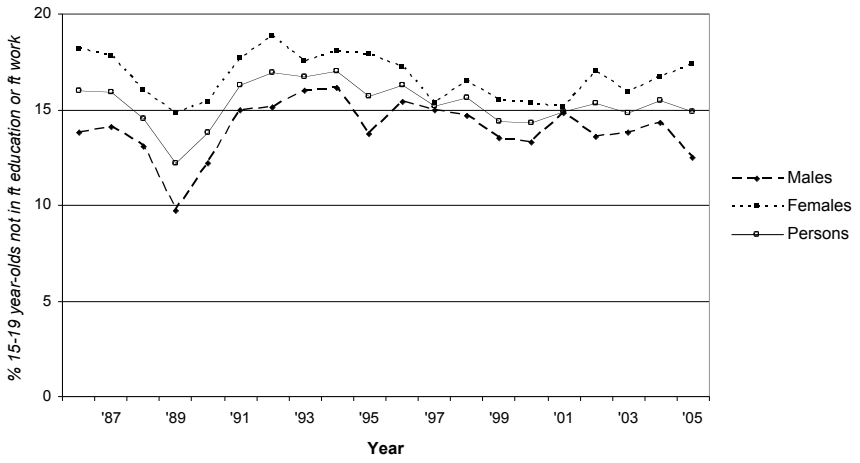
percent) than males (12 percent) were not engaged fully in either study or work. Females were over-represented among those not in full-time education and either working part-time or not in the labour force, while males were slightly over-represented among the unemployed.

The proportion of teenagers who are not fully engaged in learning or work has not declined in recent years.

The longer-term trend since 1986 in the proportion of teenagers not in full-time learning or work is shown in Figure 1. The overall trend since the recovery from the economic recession in the early 1990s has been fairly stable. The strength of the Australian economy in recent years has not translated into a lower proportion of 15 to 19 year-olds who are not working or studying full-time—it was 14 percent in 2000 and five years later in 2005 it was 15 percent (Table A3). The number of young people not in full-time study or work in 2005 (208,400) was slightly lower than in 2004 (214,900), but otherwise higher than in any year since 1994 (217,400).

Figure 1

The proportion of 15 to 19 year olds not in full-time education or full-time work, Australia, May 1986 to 2005



See Table A3

Females have been more likely than males to be neither working nor studying full-time in almost every year in the previous two decades. The difference in 2005, however, was the largest since 1989 and is markedly higher than in previous years. Compared with 2004, the indicator increased for females and declined for males. Whether this is the start of a longer-term trend will only become clear in the next few years.

Nearly a quarter of 18 and 19 year-olds are not fully engaged in learning or work.

The fraction of 15 to 19 year-olds not in full-time study or work increases with age as young Australians leave school (Table 2). The overall average of about 15 percent of 15 to 19 year-olds not fully engaged in learning or work includes relatively lower levels for 15 and 16 year-olds and substantially higher levels for 18 and 19 year-olds. The level of less than full-time engagement has had a similar pattern of increasing with age over the last seven years and, despite small fluctuations from year to year, has been remarkably constant.

Table 2

The percent of 15 to 19 year olds who are not in full-time education or full-time work by single year of age, Australia, May 1999-2005

Age	1999	2000	2001	2002	2003	2004	2005	Mean 1999-2005
15	2.9	2.3	3.4	2.5	2.4	3.0	3.3	2.8
16	6.7	8.5	6.8	7.6	6.0	7.4	7.5	7.2
17	13.4	11.3	13.8	14.7	14.9	13.2	14.0	13.6
18	23.7	26.3	25.4	28.3	24.5	28.2	26.2	26.1
19	26.1	23.5	25.4	23.3	25.9	24.8	23.3	24.6
15-19 yrs	14.4	14.3	14.9	15.3	14.8	15.5	14.9	14.9

Notes ABS, *Labour force Australia*, ABS 6291.0.55.001, Table 03b. There is a break in the series between 2000 and 2001. Values may differ from those in earlier editions of this report because of revisions by the ABS.

Few young people combine part-time work and part-time study.

A young person who is both working and learning part-time could be considered to be fully engaged. The ABS *Labour force survey*, on which many of the results in this report are based, does not collect information on part-time study. The *Survey of education and work,* which is an extension of the Labour force survey and is conducted annually in May, does collect that information. The most recent results are for 2004.

Including young people in both part-time work and part-time study makes relatively little difference to the proportion that is fully engaged (Table A2). Only 1.3 percent of teenagers combine part-time study and part-time work. The proportion is higher for 18 and 19 year olds (2.0 and 3.0 percent respectively) and correspondingly lower for younger people.

The proportion of young people combining part-time work and part-time study has barely changed in the last decade.

Some of the reforms to postcompulsory education for young people—part-time study for Year 12, part-time New Apprenticeships and a greater emphasis on combining work and study—and recent increases in tuition costs for TAFE and university might

be expected to lead to increasing numbers of young people combining part-time study with part-time work. If this is happening, then it is a very minor trend. Table 3 shows that through the 1990s possibly just under one percent of 15 to 19 year-olds combined part-time study with part-time work. In recent years the fraction may have increased to about one and a half percent. This slight change could be marginally larger for 18 and 19 year-olds.

Table 3

The percent of 15 to 19 year-olds who are both working and studying part-time, Australia, May 1990-2004

Year	1990	1992	1994	1996	1998	2000	2001	2002	2003	2004
Males	1.1	0.7	0.6	0.9	0.7	1.0	0.8	1.3	1.1	1.0
Females	1.1	1.2	1.3	0.6	1.3	1.3	1.4	1.5	2.1	1.5
Persons	1.1	0.9	1.0	0.7	1.0	1.1	1.1	1.4	1.6	1.3

Notes Customised tables from ABS *Education and work,* 6227.0. There is a break in the series between 2000 and 2001. Estimates have high relative standard errors.

The mix of labour force activities of young people not fully engaged has shifted towards part-time employment and away from unemployment.

Although the percent of 15 to 19 year-olds who are not fully engaged has not changed substantially in recent years, the mix of labour force activities has changed (Figure 2). The percent of young people who are working part-time and not studying full time has almost doubled in the last 20 years, from 4 percent in 1986 to 7 percent in 2005 (Table A4). The upward trend has been remarkably consistent. There has been a corresponding decline in the fraction of young people who are unemployed and not studying full-time—from 8 percent in 1986 to 4 percent in 2005. The downward trend has been relatively consistent since the early 1990s. The percent not in the labour force has been almost constant at just under four percent for the last two decades.

These trends among 15 to 19 year-olds who are not fully engaged—increasing levels of part-time employment, declining levels of unemployment and constant proportions not in the labour force—are similar for both males and females (Table A4).

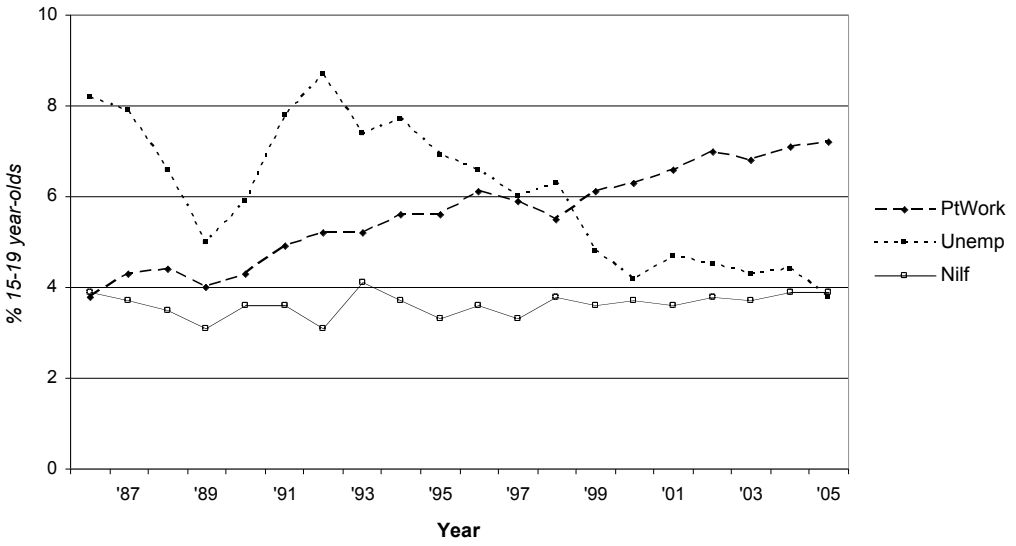
Full-engagement of young people varies among states.

States and territories differ in the proportion of their teenagers who are not in either full-time education or full-time work. Table 4 shows that the percentage of teenagers neither in full-time work or study has been consistently higher in Queensland, South Australia and Western Australia than in Victoria or New South Wales over the last five years.[4]

[4] The Northern Territory has averaged high values over the last 6 years, but values for any one year are based on a very small number of respondents and are too volatile to interpret.

Figure 2

The percentage of 15 to 19 year olds who are not in full-time education and are working part-time, unemployed or not in the labour force: Australia, May 1986 to 2005



See Table A4

Some of the difference among the states reflects differences in the age at which children start school and differences in the number of years of primary and secondary schooling. For instance, students in Year 9 in Western Australia and Queensland are on average about six months younger than students in Year 9 in New South Wales and Victoria. Even if all students in all states completed Year 12, other things equal, Western Australia and Queensland would still have lower full-time school participation rates than other states simply because their students finish school at a younger age.

Table 4

Percent of 15 to 19 year-olds who are not in full-time education or full-time work by State, May, 1999-2005

%	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
1999	13.3	11.6	18.1	15.9	15.8	16.9	26.6	8.8	14.4
2000	14.7	11.1	16.7	13.9	14.3	17.1	31.3	11.3	14.3
2001	13.5	9.7	19.2	19.1	18.7	16.1	26.2	16.9	14.9
2002	15.2	10.8	18.0	17.5	18.3	15.7	31.7	11.3	15.3
2003	14.8	10.3	18.1	17.1	16.7	15.8	20.7	16.9	14.8
2004	14.4	12.6	17.5	20.2	15.1	15.9	48.6	12.8	15.5
2005	14.6	11.7	16.7	17.9	15.8	16.1	32.9	14.9	14.9
Mean	14.4	11.1	17.8	17.4	16.4	16.2	31.1	13.3	14.9

Notes ABS *Labour force Australia,* 6291.0.55.001—LM3. Some values in the table may differ from those in earlier editions of this volume because of revisions to their data by the ABS. Values for smaller states are unreliable.

Nevertheless, states with similar age-grade profiles can be compared and, among the larger states, 15 to 19 year-olds in New South Wales are more likely to be neither in full-time employment nor full-time study than in Victoria and 15 to 19 year-olds in Queensland are more likely to be neither in full-time employment nor full-time study than in Western Australia.

There are no clear trends in recent years for relative improvement or decline in the individual states. The often small differences from year to year and the sometimes small samples on which estimates are based mean that it is difficult to distinguish real changes from sampling variability.

Table 5 shows for each of the states the separate components of full-time engagement for teenagers in May 2005—full-time schooling, full-time tertiary study and full-time work. Again, comparisons among the states of all components are influenced by the differing age-grade profiles of the states. Just comparing the larger states with similar age-grade profiles, school participation is higher in Queensland (46 percent) than in Western Australia (42 percent) and higher in Victoria (55 percent) than in New South Wales (52 percent). Participation of teenagers in full-time tertiary education is relatively high in Victoria (19 percent) and New South Wales (19 percent), despite their higher school participation rates. Western Australia (25 percent) and Queensland (21 percent) have the highest percentages of teenagers in full-time employment.

Table 5

Percent of 15 to 19 year-olds in full-time school, full-time tertiary and full-time work by State, May, 2005

Full-time	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
	%	%	%	%	%	%	%	%	%
Study	71.1	75.3	63.4	65.6	59.7	67.3	50.8	69.7	68.7
School	51.7	55.0	46.5	51.5	42.0	49.2	44.3	54.3	50.3
Tertiary	19.4	20.3	16.9	14.1	17.7	18.1	6.4	15.4	18.3
Work	14.9	13.6	20.8	17.0	24.8	17.1	16.3	15.9	17.0
Study or Work	85.4	88.3	83.3	82.1	84.2	83.9	67.1	85.1	85.1

Notes ABS *Labour force Australia,* 6291.0.55.001—LM3. Some students are both studying and working full-time. Values for smaller states are unreliable.

Major reforms of post-compulsory (and earlier) schooling and learning are being implemented or considered in most states but the impact of these may take several years before they become apparent in aggregate statistics.

SCHOOL LEAVERS

About 30 percent of young people are not fully engaged after leaving school.

The transition of young people from school is only partly reflected in the circumstances of 15 to 19 year-olds, some of whom are still in school and some of whom have been out of school for some years. Table 2, for instance, showed that full engagement was substantially lower among 18 and 19 year-olds than among 15 to 17 year-olds.

This section and following sections examine the educational and labour force participation of young people some six months or so after they have left school. The estimates in these sections are constrained by the smaller section of the population that is being described—it is about a fifth of all 15 to 19 year-olds. Hence the samples for this population in the *Labour force surveys* are correspondingly smaller and the estimates less reliable. In some tables, the estimates are derived slightly differently to improve their reliability. Detailed data on the 2003 school leaver cohort is discussed later in this section; headline data for 2004 school leavers are outlined below.

In May 2005, as young people left school, participation in full-time education declined from near universal to 44 percent. Many school leavers (26 percent) entered full time work (Table 6). The remaining 30 percent—about 87,400 young people—were not in full-time education or full-time work. About six months after they leave school, a significant minority of the cohort had not established themselves in full-time education or work.

Males (73 percent) were more likely to be fully engaged than were females (66 percent). Although female school leavers (48 percent) were more likely to continue with full-time study than were male school leavers (39 percent), male school leavers (34 percent) were somewhat more likely to be working full time than were female school leavers (18 percent). Consequently female school leavers (34 percent) were more likely to be neither studying nor working full-time than were male school leavers (27 percent). Among those less than fully engaged, females are more likely to be in part-time work than males, less likely to be unemployed than males and only a little more likely to be not in the labour force.

Table 6

Education and labour force status of school leavers, Australia, May 2005

	IN FULL-TIME EDUCATION					NOT IN FULL-TIME EDUCATION					
	Full-time work	Part-time work	Seek-ing work	Not in the labour force	**Sub Total**	Full-time work	Part-time work	Unem-ployed	Not in the labour force	**Sub Total**	**Total**
Males %	1.1	13.7	4.4	19.4	**38.6**	34.2	12.1	10.2	4.8	**61.4**	**100.0**
Females %	0.6	23.6	5.2	19.0	**48.4**	18.1	19.7	7.8	6.0	**51.6**	**100.0**
Persons %	0.9	18.7	4.8	19.2	**43.5**	26.2	15.9	9.0	5.4	**56.5**	**100.0**

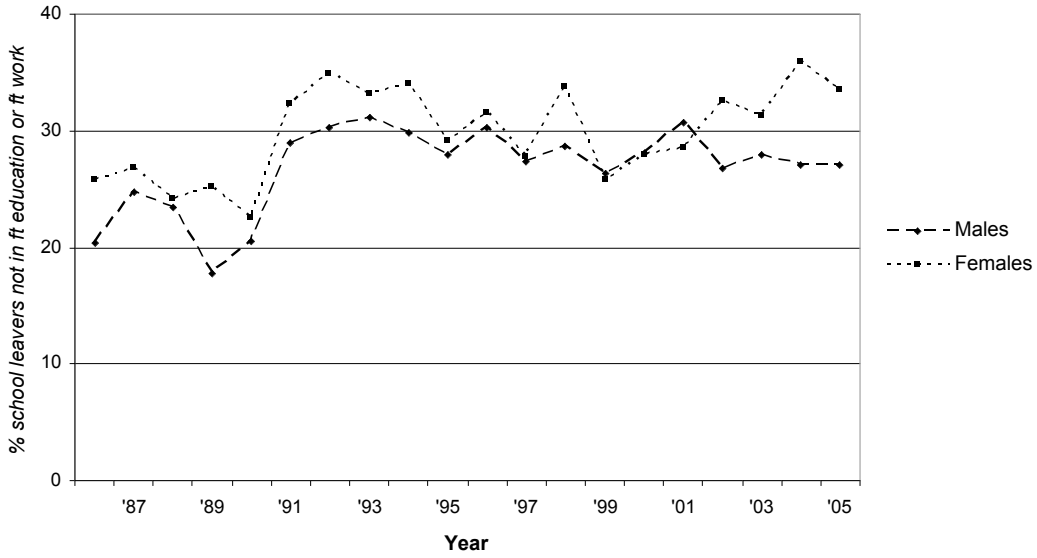
Notes ABS *Labour force Australia*, 6291.0.55.001—LM3.

The transition of school leavers has not improved in recent years.

From 1991 onwards, about 30 percent of school leavers have not been fully engaged in work or study in the year after leaving school (Table A5 and Figure 3). The estimates have varied each year by only one or two percentage points. There is no sign of a return to the markedly lower levels of at-risk school leavers the prevailed before the recession of the early 1990s. The recent low value of 26 percent in 1999 was short-lived and the proportion has subsequently increased again to about 30 percent. In May 2005 the total number of school leavers who were not fully engaged in work or study, 87,400, was an historic high despite low levels of overall unemployment and widely discussed skills shortages.

Figure 3

The percent of male and female school leavers not in full-time education or full-time work in May the year after leaving school, Australia, 1986 to 2005, 15-19 year-olds



See Table A5

The separate estimates for male and female school leavers are slightly more volatile than the aggregate estimates. Historically more female than male school leavers have been not in full-time study or work, despite the higher levels of school attainment for females. Although the overall trend for males and females can be described as unchanged from the early 1990s, in the mid and late 1990s the difference between males and females almost disappeared. Since then, however, the proportion of female school leavers who are not fully engaged in work or study has increased and the gap between males and females widened. If this gap had not re-emerged and full-time engagement rates for females had not increased, the proportion of young Australians currently not in full-time work or study would be at a level not seen since before the last recession.

The mix of labour force activities of school leavers not fully engaged has shifted towards part-time employment and away from unemployment.

As for 15 to 19 year-olds more generally, the proportion of school leavers working part-time and not in full-time study has increased almost uniformly over the last two decades, more than doubling from about six percent in 1986 to 16 percent in 2005 (Table A6). At the same time, albeit with greater fluctuations, the percentage who are unemployed and not in full-time study in May in the year after leaving school has declined, especially from the early 1990s. Over the last six or seven years, however, there has been no change—about nine percent of school leavers have been unemployed and not in full-time study every year. The proportion of school leavers who are not in the labour force and not studying full-time has been about five percent most years since 1991. In the mid and late 1980s, however, the proportion of school leavers in this category appeared to be a little lower.

Table 7

Education and labour market destinations of school leavers in the year after leaving school by their highest year of school completed, 15 to 24 year-olds, Australia, May 1994, 1999 and 2004

	Studying				Not Studying						
In May	Higher Edn	TAFE	Other	**Sub Total**	Full-time work	Part-time work	Unemp-loyed	Not in the labour force	**Sub Total** excl. ft work	**Total**	**Total ('000s)**
2004											
Year 12	38.9	22.3	2.9	**64.1**	13.1	14.3	6.3	2.3	**22.8**	**100.0**	**203.3**
Year 11	2.9	23.3	3.5	**29.8**	30.6	14.1	15.1	10.3	**39.5**	**100.0**	**31.1**
Year 10	1.9	25.7	7.7	**35.3**	19.8	11.5	18.4	14.9	**44.8**	**100.0**	**57.2**
Total	27.8	23.1	3.9	**54.8**	16.3	13.7	9.6	5.6	**28.9**	**100.0**	**291.6**
1999											
Year 12	48.2	20.2	4.1	**72.5**	11.0	8.8	4.5	3.2	**16.5**	**100.0**	**183.5**
Year 11	2.5	32.1	10.8	**45.3**	24.6	9.5	17.2	3.3	**30.0**	**100.0**	**34.7**
Year 10	1.1	28.0	6.3	**35.4**	19.8	15.3	16.5	13.0	**44.8**	**100.0**	**67.2**
Total	33.0	23.2	5.3	**61.6**	14.4	10.2	8.5	5.3	**24.0**	**100.0**	**285.4**
1994											
Year 12	38.7	23.0	3.8	**65.4**	11.6	8.2	10.1	4.7	**23.0**	**100.0**	**192.8**
Year 11	0.0	26.8	1.9	**28.7**	29.6	10.0	24.7	6.9	**41.6**	**100.0**	**33.2**
Year 10	1.0	25.1	2.0	**28.0**	23.0	14.6	28.2	6.2	**49.0**	**100.0**	**59.7**
Total	25.1	23.9	3.1	**52.1**	16.5	10.0	16.1	5.3	**31.4**	**100.0**	**285.7**

Notes Customised tables from ABS, *Education and work, Australia* and *Transition to work* 6227.0. *Other* includes business colleges, industry skills centres and other educational institutions. *Completed Year 10* includes Year 9 and below. Some estimates, particularly for *Completed Year 10* and *Completed Year 11* have high standard errors.

Completing Year 12 improves the transition for young people.

School leavers who completed Year 12 in 2003 were more likely to be either studying (full or part-time) or working full-time in 2004 than were young people who left school in 2003 without completing Year 12 (Table 7). About two-fifths of young people who left school after completing Year 10 (45 percent) or Year 11 (40 percent) were not studying and either unemployed, in part-time work or not in the labour force in May 2004. The corresponding percentage in these activities for young people who completed Year 12 (23 percent) is about half that of other school leavers.

More than half (55 percent) of all school leavers are enrolled in some form of education in the year after leaving school. There is little difference in transition rates to TAFE among school leavers who completed different grades of schooling—just over a fifth of all school leavers proceed to TAFE. The major difference between young people who left school after completing Year 12 and other school leavers is the transition to higher education. Nearly 40 percent of school leavers who completed Year 12 proceed to higher education in the subsequent year compared with negligible percentages of school leavers who have not completed Year 12. Consequently nearly two-thirds of 2003 school leavers who completed Year 12 were enrolled for study in 2004 compared with about a third of those who had not completed Year 12.

Fewer school leavers who completed Year 12 entered full-time work—13 percent compared with somewhat higher rates for those who had not completed Year 12. The lower participation in full-time work among school leavers who completed Year 12 is a direct consequence of their high participation in study—study displaces work. If those in full-time work are considered as a proportion of non-students, Year 12 participation is similar to or greater than participation in full-time work by early school leavers.

Earnings and income are an extension of labour force participation. Leigh and Ryan, using recent data from the Household Income and Labour Dynamics in Australia (HILDA) found that each additional year of education increases annual income by about ten percent, which they note is consistent with results from a number of other OECD countries.[5] *Education at a glance* also shows the increase in earnings associated with higher levels of educational attainment—for those in employment, both male and female 30 to 44 year-olds who completed of Year 12 or who completed a post-school non-tertiary qualification earned about 22 percent more than those who did not complete Year 12 and had no post school qualifications.[6]

Dockery, on the other hand, finds less benefit from completing Year 12 for non-academically inclined students.[7] He suggests that there should be greater emphasis on job openings, apprenticeships and traineeships.The goal of much of the reform to youth transition arrangements over the last decade has been to allow young people greater access to the workplace, both within schools and through better defined alternative post school pathways. The meaning of Year 12 completion has been changed as 'non-academic' and vocational elements have been incorporated within senior secondary schooling through VETiS, SBNA and initiatives in certification such as the VCAL.

More young people are not studying and in part-time work, unemployed or not in the labour force the year after leaving school.

In 2004 29 percent of school leavers were not studying and in part-time work, unemployed or not in the labour force in May, which compares with 24 percent in 1999 and 31 percent in 1994 (Table 7). The 1994 value was at the tail end of a recession and might be expected to be high. The 2004 value was in the midst of a very strong economy, but nevertheless the transition from school was difficult for more young people than in 1999, when the labour market was less robust.

The major change in the outcomes for school leavers between 1999 and 2004, however, was not in the labour market but in educational participation. A smaller proportion of school leavers enrolled in higher education in 2004 (28 percent) than in

[5] Leigh A & Ryan C, 2005, *Estimating returns to education: Three natural experiment techniques compared*, Discussion paper 493, ANU Centre for Economic Policy Research. The estimates are corrected for ability bias.

[6] OECD, 2005, *Education at a glance,* Table A9.1a, p.130.

[7] Dockery, A M, 2005, *Assessing the value of additional years of schooling for the non-academically inclined.* LSAY Research Report No. 38. ACER, Melbourne. www.acer.edu.au/research/LSAY/documents/LSAY38maindoc.pdf

Table 8

Percent of school leavers who were working part-time, unemployed or not in the labour force and not studying by highest year of school completed: 15 to 24 year-olds, May 1998–2004

May	Completed Year9	Completed Year10	Completed Year11	Completed Year12	Number ('000s)
1998	62.7	45.1	37.6	20.0	76.7
1999	61.2	39.2	29.9	16.5	68.8
2000	45.8	34.0	33.6	18.5	73.1
2001	51.7	45.5	41.7	17.7	71.6
2002		48.9	36.2	18.7	76.1
2003		46.7	36.0	19.3	78.5
2004		44.8	39.5	22.8	84.4

Notes *Transition from education to work Australia* May 1998-2000, Tables 16 or 17 and *Education and work* 2001-2002, customised tables from *Education and work*, 2003-2004. 'Completed Year 9' is Year 9 or below for 1998-2001; 'Completed Year 10' is Year 10 or below for 2002-2004.

1999 (33 percent). Participation in TAFE was similar in both years and only slightly lower in 2004 for the 'Other' category of education. The lower level of educational participation in 2004 was only slightly offset by a small increase in full-time employment—up from 14 percent in 1999 to 16 percent in 2004.

The lower participation of school leavers in higher education is discussed later in this report.

Overall, in May of the year after leaving school, 29 percent or over 84,000 school leavers were not studying and either working part-time, unemployed, or not in the labour force. Just under half of these, about 38,000, were young people who had left school before completing Year 12.

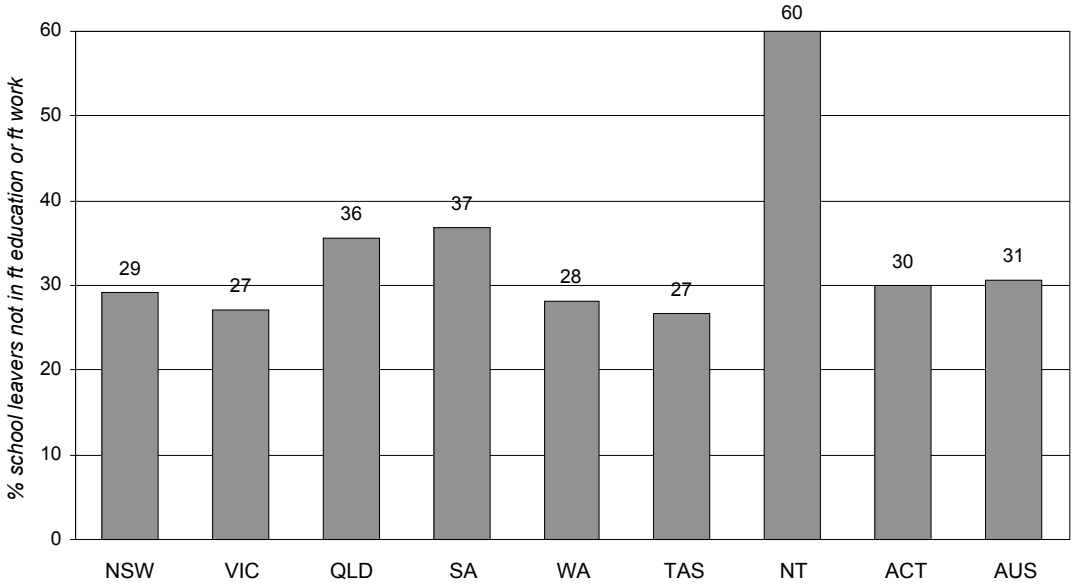
Table 8 shows for the last seven years the proportions of school leavers who were not enrolled for study or working full-time in May in the year after leaving school. In recent years, there is little to indicate either improvement or deterioration in the quality of the transitions young people are making immediately after leaving school for either those who complete Year 12 or those who don't. The table does confirm, however, that in the short term early school leavers are significantly more likely to struggle in their initial transition than are Year 12 leavers.

Full-engagement of school leavers varies among states.

Differences among the states in the proportion of school leavers who are not fully engaged are not nearly as influenced by the different school starting ages and grades structures among the states as are the proportion of 15 to 19 year-olds. Instead they are more likely to reflect state-level demographic and economic differences and differences in education, transition and youth policies.

Figure 4

The percent of male and female school leavers not in full-time education or full-time work in May the year after leaving school, by state, 2005, 15-19 year-olds



See Table 9.

Figure 4 shows the differences among the states in the proportion of school leavers who are not working or studying full-time for 2005. These estimates are derived slightly differently from most others in this report. They are averages across April, May and June and combine results for 2004 and 2005. This makes the estimates a little more reliable, although for the smaller states they should still be treated as only indicative at best.

Among the larger states, Victoria (27 percent) has the lowest level of young people experiencing a difficult transition, although the difference between Victoria and Western Australia (28 percent) and New South Wales (29 percent) are probably within the bounds of sampling error. Queensland (36 percent), however, has a substantially higher proportion of school leavers who are not fully engaged in the year after leaving school. Queensland has a higher proportion of its population in rural and remote areas than some other states and a relatively high proportion of Indigenous young people, but its population profile might not be markedly different from say Western Australia. On the other hand, Western Australia's estimates might partially reflect the strength of its current resources-led economic growth.

There is little in Table 9 that suggests recent state-level trends in the proportion of school leavers who are not fully engaged. Nationally there is some indication of a small increase since 1999. Queensland and possibly South Australia are the only states that show signs of an increase over the period while the decline in Tasmania is sufficiently large and sustained to lead to the suspicion that the change may be real rather than random fluctuations of estimates drawn from small samples.

Table 9

Percent of school leavers who are not in full-time education or full-time work by State, April-June, 1999-2005

%	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
1999	30.8	25.3	28.3	32.2	26.1	38.2	45.4	28.4	28.9
2000	24.3	23.7	29.7	25.8	23.1	41.3	38.4	27.1	25.8
2001	27.7	21.0	32.1	31.1	25.1	42.2	44.5	30.4	27.6
2002	30.1	21.3	35.2	35.8	31.5	42.0	31.8	30.5	30.1
2003	32.0	23.9	33.5	37.4	28.3	37.5	49.8	28.0	30.6
2004	31.8	23.4	34.6	36.1	26.2	32.8	42.1	36.9	30.2
2005	29.2	27.2	35.5	36.8	28.2	26.6	60.0	30.1	30.7

Notes ABS *Labour force Australia,* 6291.0.55.001—LM3. Values are averages over April to June of the current and preceding year. Values for smaller states and territories are unreliable. There is a break in the series between 2001 and 2002.

YOUNG ADULTS

Nearly a quarter of 20 to 24 year-olds are not fully engaged in work or study.

The difficulties of the school to work transition continue for many young people well into their 20s. Although about 15 percent of 15 to 19 year-olds are not fully engaged, in the year of the transition from school it is about 30 percent and is still about a quarter for 18 and 19 year-olds. There is no decline from this level for 20 to 24 year-olds.

Table 10 shows the process of young people completing their initial full-time postcompulsory education and moving into the labour force. Nearly three quarters of this age group are no longer in full-time education and nearly half have moved into full-time work.

In May 2005 the proportion of 20 to 24 who were not in full-time study or full-time work was 24.4 percent or about 352,500 young adults (Table A7). Of this group just under a half (11 percent) were working part-time, a fifth were unemployed and a third were not in the labour force. Compared with teenagers, young adults are more likely to be not in full-time education and in part-time work (11 compared with 7 percent), unemployed (5 compared with 4 percent), and not in the labour force (8 compared with 4 percent).

More females (30 percent) than males (19 percent) are not fully engaged in work or study and the gap is greater than for 15 to 19 year-olds. The proportion of females not in full-time study and in part-time work or not in the labour force is greater than for men and the difference, particularly among those not in the labour force, is greater than for 15 to 19 year-olds.

Table 10

Education and labour force status of 20 to 24 year-olds, Australia, May 2005

	FULL-TIME EDUCATION					NOT IN FULL-TIME EDUCATION					
	Full-time work	Part-time work	Seek-ing work	Not in the labour force	**Sub Total**	Full-time work	Part-time work	Unem-ployed	Not in the labour force	**Sub Total**	**Total**
Males %	1.2	10.4	1.4	9.9	**22.8**	58.1	8.7	5.5	4.9	**77.2**	**100.0**
Females %	1.8	15.4	1.3	11.0	**29.5**	40.7	14.0	4.1	11.8	**70.5**	**100.0**
Persons %	1.5	12.9	1.3	10.4	**26.1**	49.5	11.3	4.8	8.3	**73.9**	**100.0**

Notes ABS, *Labour force Australia*, 6291.0.55.001—LM3.

The proportion of young adults not in full-time study declines with each year of schooling completed, from 65 percent for those who had completed Year 8 to 50 percent for those who had completed Year 9 and then 40, 33 and 16 percent for young people who completed Years 10, 11 and 12 respectively.[8]

The proportion of 20 to 24 year-olds not fully engaged in study or work has changed little over the last two decades.

In the late 1980s and in the mid 2000s about a quarter of young adults were not in full-time study or full-time work. Since the relatively high levels of less than full-time engagement in work or study during the recession in the early 1990s, however, the proportion of young adults not in full-time study or full-time work has declined by about five percentage points and at 24.4 percent in May 2005 was at its lowest level since 1990.

As for 15 to 19 year-olds, the composition of this group has changed. The proportion who are unemployed or not in the labour force has declined over the period while the proportion in part-time work has increased (Table A8).

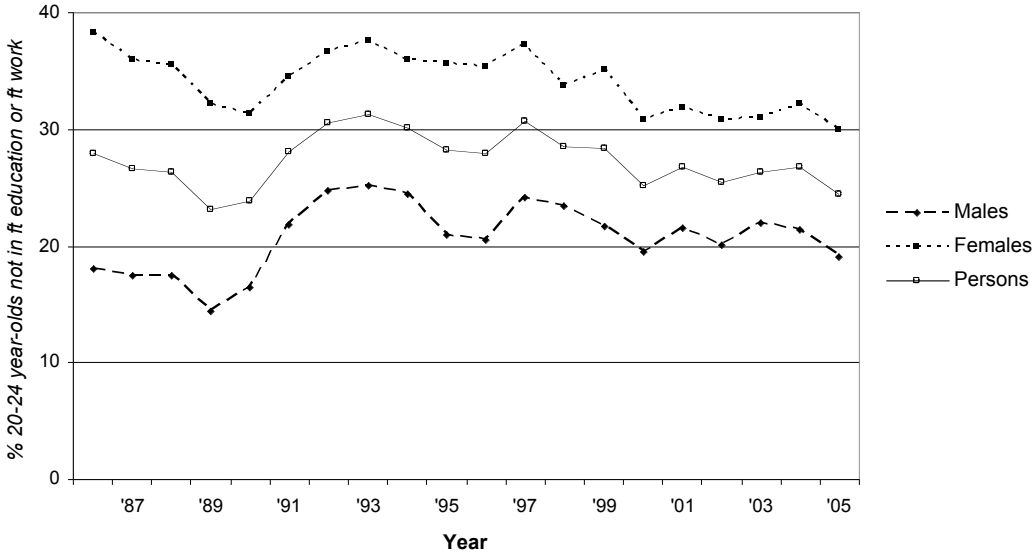
The proportion of young women less than fully engaged in work or study has declined over the last two decades, although not uniformly. The trend was driven mainly by a halving in the proportion not in the labour force from over two in every ten (22 percent) to just over one in every ten (12 percent). Increased employment in part-time work of about five percentage points was not sufficient to offset this large trend and grew.

For young men, the proportion not in full-time study or work in 2005 was still higher than during the 1980s but was at its lowest level in the last decade. The percentage unemployed declined, especially since the early 1990s, but was offset by an increase in part-time employment (Table A8).

[8] Spierings J, Young people at risk in the transition from education to work, in ABS, *Australian social trends 2005*, 4102.0, p. 96.

Figure 5

The percentage of 20 to 24 year olds not in full-time education or full-time work, Australia, May 1986 to 2005



See Table A8

Australia ranks in the middle of OECD countries for young people in neither study nor work.

International comparisons for the full-time engagement measure are not readily available.

However OECD data on the proportion of young people 15 to 19 and 20 to 24 years who are neither studying nor working shows that the proportion of 'at risk' youth in Australia places it in the middle of the distribution for OECD countries (Table A9). In 2003, Australia ranked 10th out of 23 countries for both the proportion of teenagers (15 to 19 year-olds) and young adults (20 to 24 year-olds) who were not studying and not working.

For teenagers, 6.8 percent of young Australian were neither in full-time study nor full-time work, a level that was well behind several Scandinavian countries, Poland, Germany and Ireland, but equally ahead of other countries such as Austria, the United Kingdom and France.

The proportion of 20 to 24 year-olds who are neither studying nor working is higher for almost countries. The value of 13.3 percent ranks Australia in the middle of the 23 countries, and only significantly behind Luxembourg (8.2 percent), Denmark (8.2 percent), Norway (10.6 percent), Ireland (11.3 percent) and Sweden (11.8 percent).

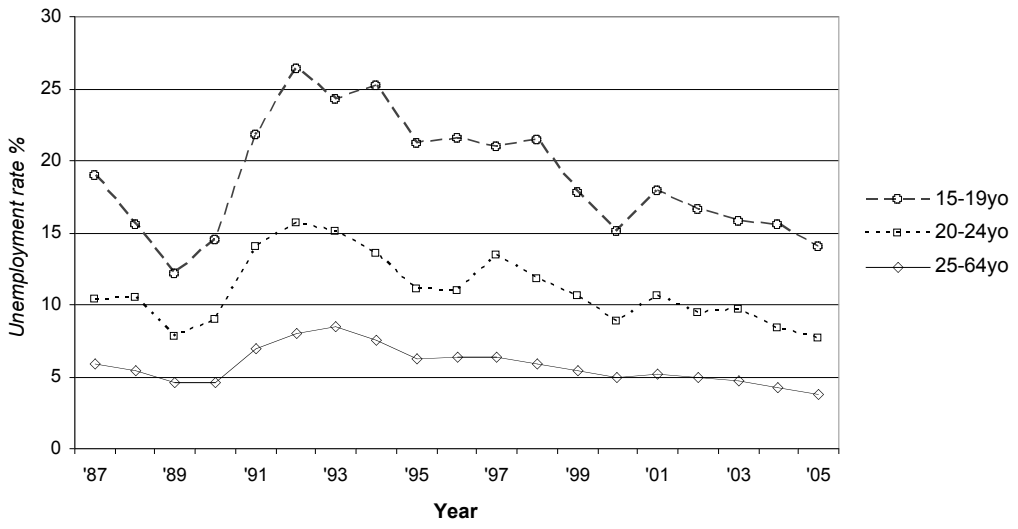
Indicator Two

The ratio of the unemployment rate among 15 to 24 year olds to the rate among 25 to 54 year olds

Unemployment rates (the percent of persons in the labour force not working but seeking work) indicate both the overall level of economic activity and the well-being of the population—lower unemployment rates correspond to higher levels of economic activity and better outcomes for people overall. With youth unemployment, however, it is important to distinguish between young people who are studying full-time and those who are not. Part-time work is an important adjunct to full-time study for many young students and at least partly finances their education. Young people who are not studying full-time are more interested in full-time work and failure to secure a full-time job can be both an immediate problem and threaten their longer-term future. This section focuses on the unemployment of young people who are not in full-time education.

Figure 6

Unemployment rates of 15 to 19 and 20 to 24 year olds not in full-time education and of 25 to 64 year-olds, Australia, April-June 1987 to 2005



See Table A10

Youth unemployment rates have declined over the last decade.

Unemployment rates have declined for all age groups since the recession of the early 1990s and by 2005 had returned to the levels prevailing in 1989 (Figure 6). Throughout the last 20 years, the unemployment rates of 15 to 19 year-olds not in full-time study have been substantially higher than the unemployment rates of 20 to 24 year-olds not in

full-time study, which, in turn, have been higher than unemployment rates for 25 to 64 year-olds.

The previous section showed that the level of full-time engagement of 15 to 19 year-olds, school leavers and 20 to 24 year-olds had not improved in recent years despite the decline in aggregate levels of unemployment. Although young unemployed people declined as a proportion of the 'at-risk' group, this was offset by an increase in part-time work. Full-time employment was increasingly difficult to find for young people not enrolled in full-time study.

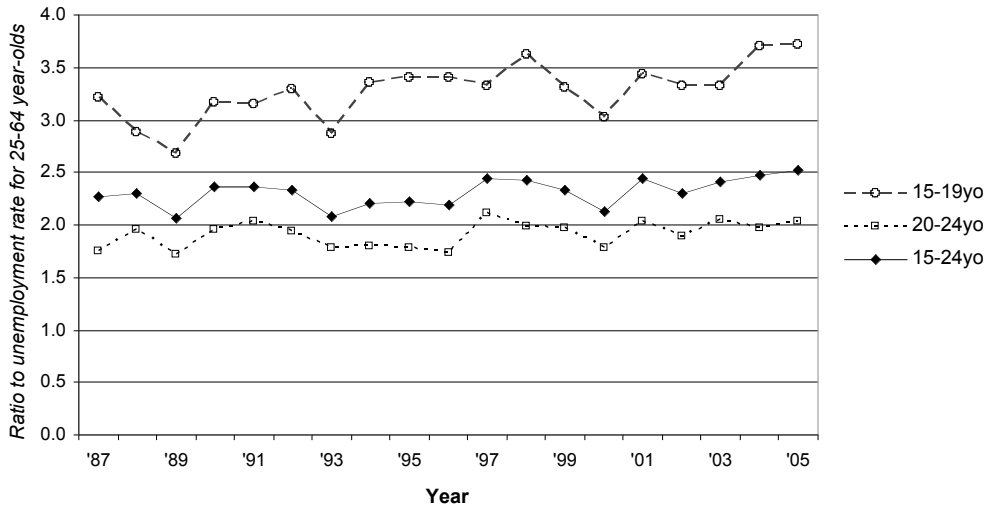
Youth unemployment rates are at historically high levels compared to the rest of the population.

A*bsolute* changes in unemployment rates mainly reflect broader economic processes. Changes in the *relative* unemployment rates of young people better reflect the results of those policies and institutional arrangements that are intended to improve the circumstances of young people leaving school. The ratio of youth unemployment rates to the unemployment rates of prime age adults (the relative unemployment ratio) indicates how well young people are faring in the labour market compared with older people.

Figure 7 and Table A11 show the relative unemployment ratios from 1987 onwards using 25 to 64 year-olds as the comparison group.[9] The unemployment rate of 15 to 19 year-olds not in full-time study is substantially higher than the unemployment rate for 25 to 64 year-olds. Over the period 1987 to 2005 it has ranged between two and a half times and nearly four times as high, averaging about 3.3 times as great. In recent years,

Figure 7

The ratio of the unemployment rates of 15 to 19 and 20 to 24 year olds not in full-time education to the unemployment rates of 25 to 64 year-olds, Australia, April-June 1987 to 2005



See Table A11

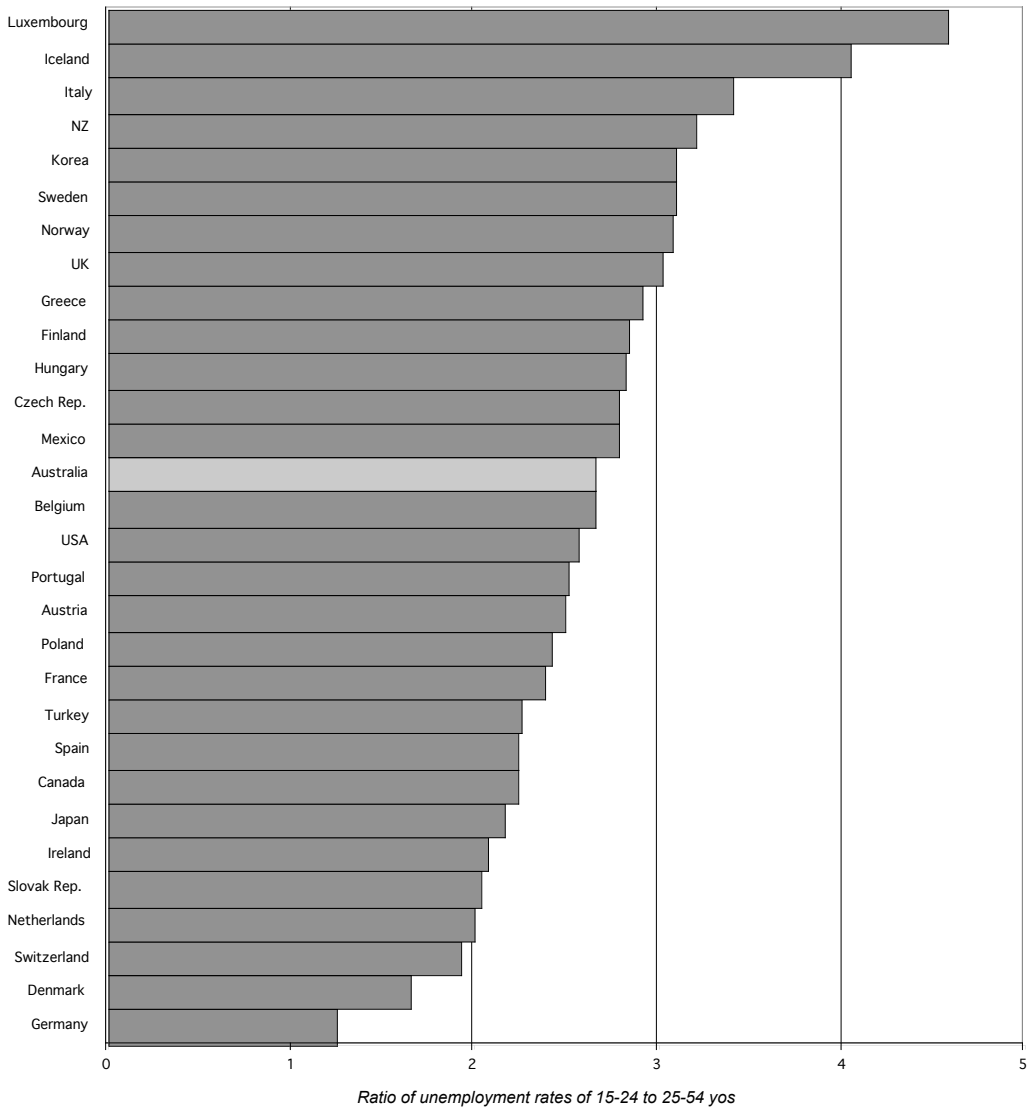
[9] A better comparison group may be 25 to 54 year-olds. The broader age group includes people in their pre-retirement years whose attachment to the labour force may be increasingly marginal as they approach age 65. Information on 25 to 64 year-olds, however, is more readily available.

however, the ratio has increased and the two most recent years have been the highest for the last two decades. For 20 to 24 year-olds, the fluctuation in the ratio of unemployment rates has been less marked and relative levels over the last three years have been only slightly above the average.

The increase in relative youth unemployment rates shows that young people have not been sharing in the recent strong labour market to the same extent as older Australians, despite the policy and program initiatives designed to improve the school to work transition. It again shows the opportunity still available to harness the energy of young Australians and to build their skills for the future.

Figure 8

The ratio of unemployment rates for 15 to 24 year olds to 25 to 54 year olds: OECD countries, 2004



See Table A12

Relative unemployment rates for young males have increased in the last few years.

For 15 to 19 year-olds who are not in full-time study, the relative unemployment rates for males have generally been lower than for females, with an average ratio of 3.1 since to 1987 compared with 3.6 for females (Table A11). The increase in the relative unemployment ratio for 15 to 19 year-olds in the last few years has been driven largely by the increase for males. In 2005 the relative unemployment ratio was greater for males (3.8) than for females (3.7) despite the lower longer term average for males.

For 20 to 24 year-olds who are not studying full-time, however, the long-term relative unemployment ratio has been slightly higher for males (2.0) than for females (1.8). As for 15 to 19 year-olds, in recent years the unemployment ratios for males have been consistently slightly above their long-term average.

On-going shifts in employment growth by occupation and industry may have disadvantaged young men compared with young women or changes in education and training policies have contributed to this change. It is not clear, however, what underlies this recent relatively greater deterioration in the unemployment rates of young men.

Australia ranked 17th out of 30 OECD countries in terms of relative youth unemployment rates.

While it is preferable to focus on the unemployment rates of young people who are not studying full-time, the only readily available international comparisons are for the unemployment rates of all young people. Figure 9 shows Australia's ranking among 30 OECD countries for the relative unemployment rates of 15 to 24 year-olds. In 2004, Australia ranked 17th out of the 30 OECD countries for which this measure was available.

Unemployment in Australia was 166 percent higher (a ratio of 2.66) among 15 to 24 year olds (11.7 percent) than among 25 to 54 year olds (4.4 percent) (Table A12), which was about the average for the 30 OECD countries.

In terms of absolute levels of youth unemployment, though, Australia ranked slightly better. With an unemployment rate of 11.7 percent it ranked 12th out of the 30 OECD countries and was slightly lower than the OECD average of 13.4 percent.

The middle ranking of Australia in terms of youth unemployment and particularly relative youth unemployment shows that there is considerable room for improvement in the transition arrangements for young people as they leave school and enter the labour force.

Indicator Three

The proportion of the population aged 20 to 24 years who have completed Year 12 or a post-secondary qualification.

Education attainment is an important influence on a person's capacity to obtain employment, their level of employment and their income or earnings. More broadly it influences other aspects of life such as health and the likelihood of incarceration. Through its association with employment and skill levels, educational attainment influences productivity, productivity growth and national economic growth[10].

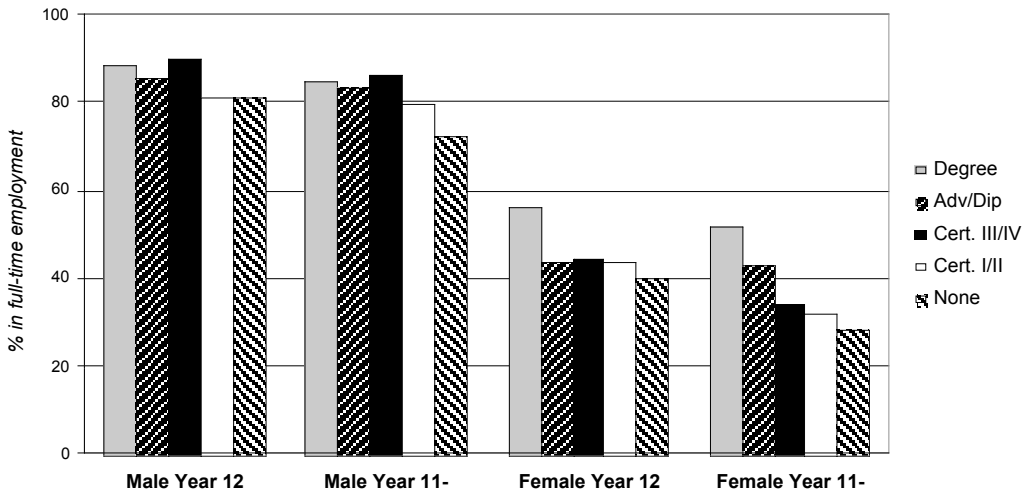
Post-school qualifications and Year 12 completion are associated with higher levels of full-time employment.

Figure 9 shows the association between the attainment of educational qualifications and the likelihood of full-time employment for 25 to 54 year-olds who are not in full-time study—the 'prime age workforce'. The details of the different forms of labour force participation are shown in Table A13.

Participation in full-time work is substantially higher for males than for females. For males, full-time employment is slightly higher (about three percentage points) for each level of educational attainment if they had also completed Year 12. For males with no

Figure 9

Percent in full-time work by highest post-school qualification, highest level of school attainment and sex, 25 to 54 year-olds not in full-time study, Australia, May, 2004



See Table A13

[10] Dowrick S, 2002, *Investing in the knowledge economy: Implications for Australian economic growth*, Faculty of Economics and Commerce, ANU, Canberra. www.ecocomm.anu.edu.au/economics/staff/dowrick/Humcapigrow.pdf.

post-school educational qualifications, those who had completed Year 12 were substantially more likely to be working full-time.

For any given level of schooling, males with a Certificate III or IV were most likely to be in full-time work, slightly ahead of those with a Bachelor's Degree or an Advanced Diploma or Diploma. Regardless of school attainment, males with no post-school qualifications were substantially less likely to have a full-time job than males with post-school qualifications. A Certificate I or II males little difference to the full-time employment of males who had completed Year 12, but has a positive effect for males who had not completed Year 12.

Females who completed Year 12 have a higher rate of full-time employment for almost every level of post-school qualification, especially for those with no post-school qualifications, but also for those whose highest post-school attainment is a Certificate I, II, III or IV.

Females with a Bachelor's Degree or higher have substantially higher rates of full-time employment than do females with other post-school qualifications, who, in turn, are somewhat more likely to be working full-time than are females with no post-school qualifications. Post-school qualifications are generally more important for females who did not complete Year 12.

Higher levels of participation in full-time employment are only one aspect of the labour market outcomes associated with higher qualifications. Table A13 also shows the relationship with unemployment and participation in the labour force.

The educational attainment of young Australians is increasing.

In May 2004, 83 percent of young Australian adults had completed Year 12 or a post-school qualification (Table 11). The trend from 1994 shows an increase in educational attainment, although the substantial change in coding educational qualifications in 2001 means that any interpretation is a little uncertain. Despite a lack of direction between 2001 and 2003, the value of 83 percent for 2004 suggests that the proportion of 20 to 24 year olds who have completed Year 12 or obtained a post-secondary qualification has increased.

Table 11

Percent of 20 to 24 year olds who have completed Year 12 or have a post-school qualification, Australia, May 1994 to 2004

Year	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Completed Year12 or a post-school qualification	74.0	78.1	80.4	78.8	82.4	83.5	83.1	81.0	78.9	79.6	82.9

Notes ABS *Transition from education to work, Australia,* 6227.0 and *Education and work, Australia*, 6227.0. There is a major break in the series between 2000 and 2001 associated with the change from the ABS Standard Classification of Qualifications (ABSCQ) to the Australian Standard Classification of Education (ASCED) Persons who had not completed Year 12 but who were still in education (secondary or tertiary) in May of the year of the survey were included in the estimates for 1994-2000.

The proportion of 19 and 20 year-olds who have completed Year 12 or some other post school qualification reflects recent educational attainment outcomes.[11] All young people will have had the opportunity to complete Year 12 and most who did not complete Year 12 will have had the opportunity to complete a vocational qualification.[12] The only qualifications excluded were those uniquely identified as Certificate I. The measure therefore errs slightly on the generous side.[13]

For Australia, this indicator shows that in 2004 80 percent of 19 and 20 year-olds had either completed Year 12 or obtained a post-school qualification—an increase from 75 percent in 2004 and 78 percent in 2003 (Table 12).

Estimates for the States are less reliable. Averaging across the three years indicates that educational attainment is highest in the ACT and Victoria and lowest in Tasmania and South Australia.[14] Most states showed an increase in attainment levels between 2003 and 2004. The largest increase—from 77 percent to 83 percent—was in New South Wales.

Table 12

Percent of 19 and 20 year olds who have completed year 12 or obtained any post-school qualification by state, 2002 to 2004

%	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
2002	77	78	76	66	70	54	79	85	75
2003	77	82	80	72	76	58	45	90	78
2004	83	83	80	71	79	58	51	86	80

Notes Customised tables from ABS, *Education and work,* 6227.0. Values for states with smaller populations are less reliable. The few persons who had not completed Year 12 and whose highest post-school qualification was Certificate I are excluded.

By the age of 24, young people have had the time to complete a Certificate III or a higher qualification after entering a course more or less directly from school. Table 13 shows that nationally in 2004 51 percent of 24 to 25 year-olds had completed a Certificate III or a higher qualification. Although this was the same as the proportion in 2003, it confirms the increase from 48 percent in 2001 and 2002.

Averaging over the past four years, 24 to 25 year-olds in Victoria and the ACT were more likely to have completed a Certificate III or a higher qualification than were 24 to 25 year-olds in other states, while those in South Australia and Tasmania were less likely to have completed a Certificate III or a higher qualification. Although trends for individual States need to be treated with caution, the major changes between 2003 and 2004 are the decline in Victoria and the balancing increases in most other states. The high estimate for Victoria in 2003 might have been a statistical aberration.

[11] Strictly speaking, the qualification need not be post-school. VETiS allows students to obtain a Certificate I, II or III while still at school.

[12] Some young people who left school in Year 11 and enrolled in a three or four year apprenticeship may not have had sufficient time to complete their qualification by age 19.

[13] The estimates include categories such as Certificate I/II, Certificate I/II not further defined, and Certificate not further defined.

[14] Estimates for the Northern Territory fluctuate widely from year-to-year because of small sample sizes. Attainment levels are probably low in the Northern Territory. Estimates for both the Northern Territory and Tasmania may be disproportionately influenced by inter-state migration.

Table 13

Percent of 24 to 25 year olds with Certificate III or higher by state, 2001 to 2004

%	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
2001	54	53	40	34	47	40	32	49	48
2002	48	51	46	43	46	32	68	57	48
2003	52	59	45	40	45	42	23	52	51
2004	51	55	48	46	51	52	54	61	51

Notes Customised tables from ABS *Education and work,* 6227.0. Values for states with smaller populations are less reliable.

Australia ranks 20th out of 30 OECD countries for the proportion of 25 to 34 year-olds with an upper secondary education or higher.

The OECD provides comparisons for selected age groups of the percent of the population that has attained at least an upper secondary education (that is, approximately, those who have completed Year 12 or Certificate III or above) for 30 OECD countries as well as 12 other countries (Table A14).

The educational attainment of the Australian population overall and for selected age groups is not particularly high compared with other OECD countries. Overall, Australia ranks 19th out of the 30 OECD countries—62 percent of the 25 to 64 year-old population have an upper secondary education or higher, which is a little below the OECD mean of 66 percent. The mean for OECD countries, however, is strongly influenced by the very low values for this measure for Portugal, Turkey and Mexico.

Australia's modest ranking on this measure is despite having relatively high levels of educational participation for people 20 years or older and high number of expected years of educational participation.[15] The educational activity does not convert into educational qualifications, perhaps because of the markedly higher rate of part-time study in Australia.

The level of attainment of at least upper secondary education has been increasing in Australia. It is highest for 25 to 34 year-olds (75 percent) and least for 55 to 64 year-olds (47 percent). Despite this increase, Australia's ranking among OECD countries for the proportion achieving at least an upper secondary education is little different across age groups. It is 20th for 25 to 34 year-olds, 21st for 35-44 year-olds, 18th for 45-54 year-olds and 20th for 55 to 64 year-olds. The improvement of educational attainment for young people in Australia has barely kept pace with changes in other OECD countries.

More than 90 percent of young people in many advanced countries attain an upper secondary level of education (Table A14). In Australia, however, only 75 percent of 25 to 34 year olds reach this level. There is substantial scope for improvement of the level of initial post compulsory education in Australia. All that is required to fulfil the educational potential of Australia's youth is sufficient political will.

[15] OECD, 2005, *Education at a glance*, Tables C1.1 p.239 and C1.2, p240.

Patterns of Participation

Changes in participation at school (VETiS, SWL & SBNA) and post-school (the labour market, apprenticeships, TAFE & university)

The chapter describes recent and current levels of participation in VET in Schools and in School Based New Apprenticeships—initiatives introduced to improve school retention by broadening the curriculum and to build pathways into post school VET courses and work. It also describes changes in the youth labour market, particularly the rise of part-time employment, and participation in apprenticeships, VET and higher education.

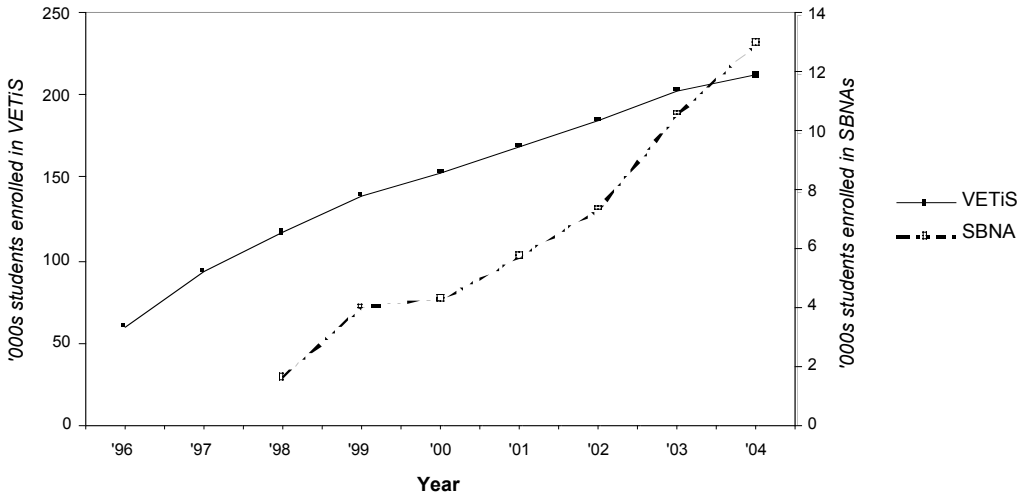
VET IN SCHOOLS AND SCHOOL-BASED NEW APPRENTICESHIPS

Enrolments in VET-in-School and School-Based New Apprenticeship programs continue to increase.

A VET in School (VETiS) program is undertaken as part of a senior secondary certificate and provides a student with credit towards a recognised qualification within the Australian Qualifications Framework. The VETiS initiative has broadened the senior secondary school curriculum in order to make Year 12 more attractive to more students and improve school retention. It also opens pathways into the VET sector by

Figure 10

Students enrolled in VET in Schools programs and in School-Based New Apprenticeships, Australia, 1996 to 2004[16]



See Table A15

[16] The TYIMS database (DEST & NCVER) also provides estimates of the numbers of SBNAs. MCEETYA estimates are lower than estimates from TYIMS. The 2004 version of this report used data from TYIMS and hence those estimates differ from the estimates presented here.

allowing school students to complete nationally accredited training as part of their studies. Structured workplace learning conducted as part of many VETiS programs has contributed to more porous boundaries between schools, the VET sector and work.

The introduction and promotion of School-Based New Apprenticeships (SBNAs) is motivated by similar intentions to the VET in schools program—providing alternative forms of study at school to encourage students to remain at school until they complete Year 12. The apprenticeship or traineeship requires the usual contract of training with an employer but is also recognised within the Year 12 certificate.

Enrolments in both VETiS and SBNAs have been increasing strongly for nearly a decade (Figure 10 and Table A15). In 2004 211,900 students were enrolled in VETiS programs—an increase of 4.4 percent on the number of students enrolled in 2003, but an increase of over 250 percent on 1996 enrolments. Figure 10 shows that the rate of increase in enrolments has gradually declined.

Table 14

Students enrolled in VET in School programs as a percent of senior secondary students, States 1997-2004

%	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
1997	35.1	10.1	39.5	12.8	5.6	12.9	12.3	22.0	23.6
1998	37.5	12.6	39.8	39.9	12.1	17.1	35.0	36.3	28.7
1999	38.2	13.5	47.9	52.3	20.1	18.8	44.1	48.1	33.1
2000	38.6	18.6	52.1	63.3	20.7	23.0	38.5	45.2	36.3
2001	43.6	20.9	55.5	61.9	28.2	18.8	42.2	43.6	39.4
2002	49.6	23.9	56.8	59.5	29.4	23.3	47.1	43.5	42.4
2003	51.2	27.1	67.0	64.3	30.2	25.1	49.9	42.0	46.3
2004	53.2	29.9	64.5	67.0	40.2	25.7	43.5	41.1	48.4

Notes MCEETYA, 2005, *National data on participation in VET in Schools programs and School-Based New Apprenticeships for the 2004 school year* and other years and ABS, *Schools Australia 2004,* 4221.0 and other years. Part-time as well as full-time Year 11 and 12 students are included in the denominator, hence values in this table differ from corresponding values in previous editions. The values are indicative only. Refer to the text and source for caveats on comparisons between states.

Commencements of SBNAs, however, are continuing to increase at a rapid rate, but from a much smaller base than for VETiS—there are 16 students enrolled in VETiS for every student commencing an SBNA. In 2004 13,000 students commenced an SBNA—an increase of 23 percent on commencements in 2003. The program appears likely to expand for some years to come.

The rapid growth of VET in schools enrolments ameliorates some earlier concerns about the program, especially the possibility of defacto streaming.[17] Nevertheless concerns remain around the quality and funding of VET in schools.[18] The contribution

[17] Fullarton S, 2001a, *VET in schools: participation and pathways.* (LSAY Research Report No. 21). ACER, Melbourne; Fullarton S, 2001, Does VET in schools make a difference to post-school pathways? in *Understanding youth pathways: research conference; proceedings.* ACER, Melbourne; Ryan R, 2002, Making VET in Schools work: A review of policy and practice in the implementation of VET in Australian schools, *Journal of Educational Enquiry*, Vol. 3, No 1, pp.1-16.

[18] ANTA 2000, *Review of the ANTA VET in Schools program;* ANTA, 2003. *Quality in VET in Schools report.*

of VET in schools to increased school retention and improved outcomes for young people enrolling in the programs still requires further research.[19]

Levels of participation in VETiS programs differ substantially among the States. In Queensland and South Australia, for instance, nearly two-thirds of senior secondary students participate in a VETiS program, but in Victoria the figure is less than a third. Such differences may indicate the scope for future growth in participation in VETiS programs in some States.

Table 14 shows enrolments in VETiS as a proportion of senior secondary students for Australia and for each of the States. For Australia as a whole, the proportion of senior secondary school students enrolled in VETiS programs nearly doubled from about a quarter in 1997 and to almost a half in 2004. The rate of growth in 2004, however, slowed somewhat and participation increased by only two percentage points. In Queensland, the Northern Territory and the ACT participation declined in 2004 but increased substantially in Western Australia.

The apparent differences among the States also reflect policy and reporting differences. New South Wales and Victoria, for instance, allow VETiS programs to be undertaken by students who are studying for their senior secondary school certificate in TAFE. In New South Wales, in particular, a quarter of all VETiS enrolments are in TAFE. New South Wales also reports VETiS enrolments and an individual student can enrol in more than one VETiS program. The values for 2004 in Table 14 for school students enrolled in a VETiS program would be closer to 31 percent for New South Wales and 28 percent for Victoria (Table 15). The substantial reduction in the estimated participation rate for New South Wales, the largest state in terms of enrolments of senior secondary school students, also affects the national estimate, reducing it to about 44 percent.

Table 15

Enrolments in VET in School programs, contact hours and structured workplace learning, States 2004

%	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
School students in VETiS ('000s)	40.1	31.0	58.0	24.4	18.4	2.9	1.9	3.7	192.8
% Year 11/12 students in VET	30.6	28.1	64.5	67.0	40.2	25.7	43.5	41.1	43.8
Total ASCH ('000s)	9197	9617	19286	2722	3833	874	557	104	46188
ASCH per student	171	291	332	112	208	298	301	28	218
% receiving SWL	81.5	72.2	21.8	31.0	54.2	82.8	18.9	37.1	54.2
SWL hrs per SWL student	35	54	70	79	161	117	42	12	58

Notes MCEETYA, 2005, *National data on participation in VET in Schools programs and School-Based New Apprenticeships for the 2004 school year* and other years and ABS, *Schools Australia 2004,* 4221.0 and other years. Values for NSW are estimates for students in schools and differ from commonly reported values and values used in other tables in this report. Refer to the discussion in the text. ASCH is Actual Student Contact Hours and SWL is Structured Workplace Learning.

[19] Kilpatrick S, Johns S, Loechel B, Prescott L, 2004, *Pathways from rural schools: does school VET make a difference?* NCVER, Adelaide; Fullarton S., 2001a, *op cit.*

Other policy and reporting differences among the States confound comparisons. Victoria, for instance, has a higher percentage of VETiS students enrolled in Certificate III or higher level programs while New South Wales does not include general vocational education courses (such as generic work skills, vocational learning or work preparation programs) within its VETiS enrolments. Hence it is difficult to make straightforward comparisons among the States.

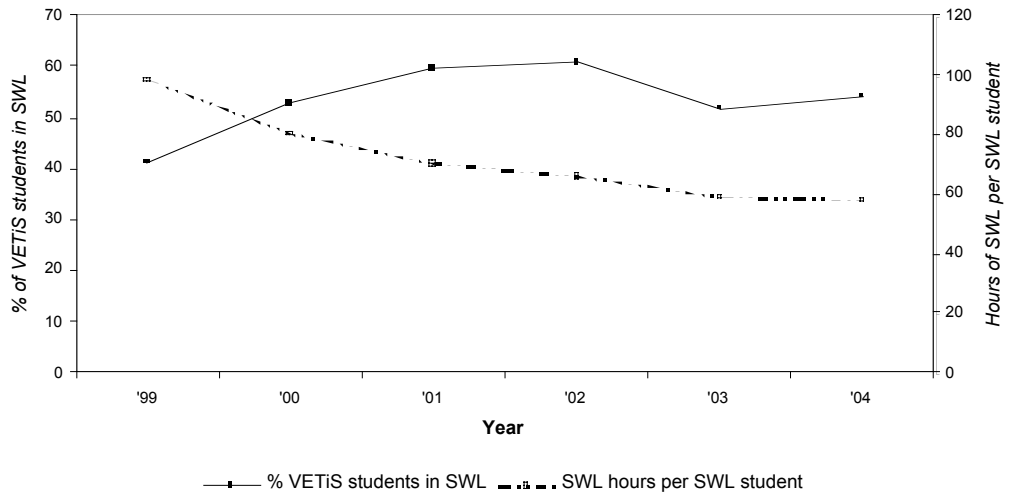
Enrolments in VETiS only partly capture the total effort for VETiS. Actual student contact hours (ASCH) and contact per VETiS participant vary substantially among States. Queensland, Victoria and Tasmania appear to provide more than the national average in terms of contact hours per VETiS student (Table 15).

The role of structured workplace learning in VET in School programs has not expanded.

Structured workplace learning—'learning opportunities that are integrated into a VET program and take place in a workplace or simulated workplace'—is an important element of the intention and value of VETiS.[20] A major goal of the Australian Government's Local Community Partnerships is to improve access to structured workplace learning generally and within VETiS specifically. Again the extent to which structured workplace learning is incorporated within VETiS programs, and the hours of structured workplace learning, vary among the States. Despite the high level of participation in VETiS in Queensland for instance, only a relatively small proportion of participants experience SWL (Table 15) while in New South Wales, Victoria and Tasmania, the proportion is substantially higher.

Figure 11

Structured workplace learning: participation and hours, Australia, 1999 to 2004



See Table A16

[20] MCEETYA, 2005, *National data on participation in VET in Schools programs and School-Based New Apprenticeships for the 2004 school year,* p. 16.

Incorporating SWL within VETiS is one of the more challenging aspects of the initiative—it is difficult for schools to put in place the necessary arrangements with employers. Nevertheless, there is a sense in which this is the heart and soul of VETiS. It provides the opportunity for different learning styles and for the links to the world of work. Despite the resources expended on facilitating SWL, the level of SWL has declined in recent years.

The percentage of VETiS students receiving structured workplace learning peaked at about 60 percent in 2004 and has fallen in recent years to under 55 percent (Figure 12 and Table A16). The hours of structured workplace learning per student receiving structured workplace learning has similarly declined over the last five years.

Provision of some aspects of the program may lag behind demand within an expanding initiative such as VETiS. Nevertheless enrolment growth has slowed in recent years which should provide an opportunity to improve the quality of the experience of VETiS for students.

Participation in School-Based New Apprenticeships is likely to continue to grow.

Table 16

Students commencing School-Based New apprenticeships as a percent of senior secondary students, States 1998-2004

%	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
1998	0.2	0.4	1.0	0.1	0.3	0.2	0.1	0.3	0.4
1999	0.4	0.7	2.8	0.5	0.4	0.1	0.7	0.5	0.9
2000	0.2	0.5	3.3	1.1	0.5	0.0	0.3	1.0	1.0
2001	0.2	0.8	4.1	1.3	0.6	0.0	0.7	2.1	1.3
2002	0.5	1.1	4.7	1.7	0.7	0.0	0.2	3.2	1.7
2003	0.5	2.0	5.8	2.8	2.2	0.1	3.8	4.5	2.4
2004	0.6	2.9	6.6	4.0	2.4	0.1	3.3	4.1	3.0

Notes MCEETYA, 2005, *National data on participation in VET in Schools programs and School-Based New Apprenticeships for the 2004 school year* and other years and ABS, *Schools Australia 2004,* 4221.0 and other years. Part-time as well as full-time Year 11 and 12 students are included in the denominator; hence values in this table differ from corresponding values in previous editions.

SBNA commencements as a proportion of senior secondary students have been growing quickly in recent years, but from a low base (Table 16). Growth in Victoria and South Australia has been particularly strong in each of the two most recent years. Commencement rates overall increased again in 2004 with little sign of any easing in the rate of growth. Some of the continued growth in commencements in 2003 and 2004 has been attributed to improved Commonwealth employer incentives for SBNAs.[21] State differences in growth rates suggest that state-specific educational policies could have had a greater impact than the changes in incentives.

The penetration of SBNAs is highest in Queensland, South Australia and the ACT. Commencements in New South Wales and Tasmania are well below the national average. The recent growth in SBNA commencements in Victoria is associated with the introduction of the Victorian Certificate of Applied Learning, a flexible end-of-

[21] DEST, 2004, *Skills at work. Evaluation of New Apprenticeships.* pp. 69-70.

school certificate that can more readily accommodate SBNAs. In the case of New South Wales, the relatively low levels of SBNA commencements are associated with a strategy to encourage senior school pathways through TAFE.

The proposed Australian Technical Colleges (ATCs) may contribute to further increases in SBNA commencements. All students enrolled in the ATCs will be enrolled in SBNAs—perhaps a further 4000 commencements—which will boost SBNA commencements by a little less than a third.[22] The extent to which ATCs contribute to an expansion of SBNAs or attract students who would have undertaken an SBNA at their existing school remains to be seen. They should, however, shift the profile of SBNAs more towards those apprenticeships in the traditional trades that lead to a Certificate III or higher qualification and are of more than two years duration.

The number of students *enrolled* in SBNAs may be only slightly higher than *commencements*. One source suggests that 12,000 SBNA commencements in 2003 corresponded to 14,150 SBNAs in-training.[23] Even allowing for time lags and commencements in Year 12, this points to SBNAs being mainly of shorter duration (which they tend to be) or having low completion rates, or both.

There is little evidence on completion rates for SBNAs, although it is possible in-principle to derive completion rates from the TYIMS database. The observation that 13 percent of those young people enrolled in SBNAs in 2003 had cancelled or withdrawn by 31 December 2003 is at best indicative.[24] A non-completion rate of 13 percent for what are mainly traineeships would be substantially lower than the non-completion rate for traineeships more generally.

A recent report has drawn attention to the fact that SBNA commencements do not reflect patterns of skill shortages in industry, although this says little about the value of the program for the young people enrolled.[25] A broader evaluation of the outcomes for young people from completing an SBNA is not available. An evaluation of the Victorian Certificate of Applied Learning (VCAL), which includes flexibility of certification, VETiS and a focus on SBNAs found that about 30 percent of VCAL students would not have continued their education in the short term.[26]

One of the goals of both VETiS and SBNA is to improve the transition of school students to further education and work, which are discussed in the following sections.

PARTICIPATION IN POST-SCHOOL EDUCATION

Enrolment records for New Apprenticeships, vocational education and training courses and higher education provide another perspective on the post-school experiences of young people.

This and the following few sections draw on enrolment records to examine recent changes in the educational participation of young Australians. These allow more detailed analysis than can be undertaken with sample surveys. For instance, the

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[22] Australian Parliamentary Library, *Bills Digest: Australian Technical Colleges (Flexibility in Achieving Australia's Skills Needs) Bill 2005,* 23 May 2005, no. 158 2004-2005.

[23] DEST, 2004, *op cit*, p. 24.

[24] Australian Parliamentary Library, *op cit*, p. 6.

[25] House of Representatives Standing Committee on Education and Training, 2004, *Learning to work: Report into the inquiry into vocational education in schools* and ANTA, 2002, *National Evaluation of School-based New Apprenticeships.*

[26] Victorian Qualifications Authority, 2005, *Pathways for a better future: VCAL participation project, 2005.*

following sections include commentary on the participation of Indigenous youth in post school education. Where data permit, several measures of participation are presented—entry to further education directly from school (or Year 12); 15 to 19 year-olds who start a course as a percentage of all 15 to 19 year-olds (commencement rates) and 15 to 19 year-olds enrolled for a course as a percentage of all 15 to 19 year-olds. Each provides a slightly different perspective on recent changes.

The enrolment records are primarily for public education and training providers and publicly-funded education and training. Privately-funded enrolments in private education and training providers (in VET and in higher education) have grown substantially in recent years, but are probably still only a small proportion of enrolments by young Australians. These enrolments are not captured in the following discussion.

The enrolment data differ in content and quality and since some of the measures draw together estimates from different sources sometimes need to be treated with caution. The discussion focuses on the major changes.

The notes of some of the tables in the coming sections refer to the exclusion of international students from the estimates. In Australia 19 percent of tertiary enrolments are international students—the highest of any OECD country.[27] The effect of overseas students on education and labour force statistics is generally to increase estimates of students in full-time study. Given the size of these enrolments, the effects can be large. Given that enrolments of international students have been increasing in all educational sectors, the result can be the appearance of growth in enrolments when there is none.

Overseas students can usually be identified in enrolment data. The ABS Labour force survey and estimates of the resident population, however, includes an unknown put probably substantial proportion of overseas students. In the calculation of participation rates, which use population estimates as the denominator, it is not possible to separate out overseas students.

Any effect of international students on estimates may be larger for older students. Even so, in 2004 international students were more than three percent of enrolments in Years 11 and 12 in schools, 11 percent of university students aged 15 to 19 and 1.4 percent of VET students.[28]

Participation in traditional apprenticeships is increasing.

The proportion of school leavers commencing a New Apprenticeship in the year after leaving school has increased very slightly over the last five years—from 16 percent of school leavers in 1999 to 18 percent in 2004 (Table A17). Similar changes are reflected in commencement and participation rates for 15 to 19 year-olds, although these measures decline slightly from 2003 to 2004 (Tables A18 and A19).

The major change in New Apprenticeships is the substantial shift towards traditional apprenticeships between 2002 and 2004. Traditional apprenticeships were 37 percent of New Apprenticeships undertaken by school leavers in 2002 and 49 percent in 2004; 33 percent of commencements by 15 to 19 year-olds in 2002 and 46 percent in 2004; and 52 percent of 15 to 19 year-olds in-training in 2002 and 60 percent in 2004. Wide

[27] OECD, *Education at a glance, 2005*. p. 260.

[28] It is unlikely that there are any overseas students enrolled as New Apprentices because they would not qualify as studying full-time, which was a VISA requirement. The Australian Government has recently moved to permit international students to enrol as New Apprentices.

community discussion of skills shortages in the traditional trades may have increased interest in this pathway both among younger people and employers.

The move back to apprenticeships in the traditional trades and away from traineeships carries a number of correlates—for instance, an increase in New Apprenticeships of longer duration and associated with higher qualifications. It may also be reflected in the increase in the percentage of young men undertaking New Apprenticeships and the decline in the entry, commencement and participation rates of young women.

The pathway to New Apprenticeships is increasingly through Year 12.

The proportion of New Apprenticeship school entrants who have Year 12 has increased in recent years—from 51 percent in 1999 to 54 percent in 2004. Young people who have completed Year 12 have also increased slightly as a proportion of those commencing a New Apprenticeship—from 45 to 48 percent. As a proportion of participants, however, they have increased from 35 percent to 48 percent in just five years. The greater effect for participation compared with commencements suggests that 15 to 19 year-olds who have completed Year 12 and are commencing a New Apprenticeship are more likely to commence a longer course and complete that course.

Indigenous participation in New Apprenticeships is improving.

Participation by Indigenous Australians in New Apprenticeships increased consistently from 1999 to 2004. As a percentage of entrants from school, Indigenous commencements grew from 1.9 percent to 2.6 percent, as a percentage of all commencements they grew from 2.2 percent to 3.2 percent and participation increased from 1.5 percent to 2.4 percent.

Given that Indigenous Australians have substantially lower educational and labour market outcomes the non-Indigenous Australians, the improvement is encouraging. Indigenous Australians, however, were 3.4 percent of the 15 to 19 year-old population in 2001.[29] Indigenous youth are therefore under-represented in New Apprenticeships. The under-representation is even greater when the lower school participation rate of Indigenous students is considered—proportionately more Indigenous 15 to 19 year-olds are not in school and available for enrolment in New Apprenticeships.

The substantially lower representation of Indigenous youth among persons in-training (2.4 percent in 2004) compared with commencements (3.2 percent in 2004) is due to several sources. First, commencements are increasing and the share of participation in any given year reflects lower commencements from previous years. The gap between commencement and participation rates, however, is too large to be explained by this lag. Second, Indigenous commencements are in shorter (and lower-level) New Apprenticeships. And third, completion rates for Indigenous youth are lower than for non-Indigenous youth. Although there are very real signs of improvement of the uptake of New Apprenticeships by Indigenous young people, much more needs to be done.

VET participation has not increased in recent years.

Table A20 shows the participation of 15 to 19 year-olds in VET that is provided by TAFE and ACE institutes and in publicly-funded VET delivered by private providers of training. It includes almost all New Apprenticeships for 15 to 19 year-olds because these typically attract public funding for their training component regardless of whether that training is delivered by a public or private training provider.

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[29] ABS, *Experimental estimates and projections, Indigenous Australians,* 1991 to 2009, 3238.0 and ABS, *Population by age and sex, Australian states and territories,* June 2004, 3201.0.

The participation rate of 20 percent is the lowest for the last six years and although only a slight decline from 1999 is nearly two percentage points lower than in in 2000 and nearly a percentage point lower than in 2003. Regardless of the comparison, participation in VET for teenagers has certainly not increased in recent years. Together with the slight increase in New Apprenticeship participation, the results in Table A20 point to a decline in participation by young Australians in VET outside the New Apprenticeship system.

On the other hand, mean hours of training per student have increased by about 4.5 percent (from 329 to 343 hours) between 1999 and 2004—an increase that in terms of total public resources devoted to VET for young people approximately offsets any decline in participation. Unchanged resources are being distributed among fewer people.

Some of the changes in the pattern VET participation reflect the shift to traditional apprenticeships within New Apprenticeships—for instance, the increase in the proportion of enrolments in Certificate III and IV (and possibly the decline in non-AQF enrolments); the increased hours per student; possibly the small increase between 2003 and 2004 in the proportion of young men participating in VET; and the shift towards participants who have already completed Year 12.

Other changes in patterns of VET participation appear relatively unaffected by the changes in New Apprenticeships. The proportion of young people enrolled in Year 11 or 12 in TAFE institutes has increased from 0.5 to 1.5 percent, at least partly reflecting the introduction of the VCAL and TAFE pathways in Victoria.

Indigenous youth have above average participation in VET.

In 2004 3.9 percent of persons enrolling in VET were Indigenous, which is higher than the population value of 3.4 percent.[30] Hence Indigenous youth are more likely to participate in VET, especially in VET outside New Apprenticeships, than are non-Indigenous youth. Proportionately more young Indigenous Australians, however, are not at school. As a proportion of the 15 to 19 year-old non-school population, Indigenous youth may not be over-represented in VET. Within VET, Indigenous youth are more likely to be enrolled in non-AQF and Certificate I and II courses than are non-Indigenous youth.[31]

The representation of Indigenous youth in VET enrolments has been almost unchanged over the last five years. In 1999, Indigenous students were 3.8 percent of all students enrolled in VET programs and in 2004 they were 3.9 percent, after being as high as 4.3 percent in 2002. The increase in Indigenous enrolments in New Apprenticeships means that Indigenous enrolments in VET courses outside New Apprenticeships have declined.

Entry to university has become more difficult for young Australians.

Although this report focuses on young people who do not enrol in university—the majority of young people—transition to university is part of the story of young Australians. Tables A21 and A22 show recent changes in access to university for 15 to

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[30] The 3.4 percent value is for 2001. Indigenous people are an increasing proportion of the population, especially of the youth population.

[31] Burke G & Long M, 2005, 'Expenditure on education and training in Australia with special attention to Indigenous students', Ball, K (ed) *Funding and financing of vocational education and training*, NCVER; and Long M, Frigo T & Batten M, 1999, *The school to work transition of Indigenous Australians.* DETYA, Canberra.

19 year-olds. More than the usual caution is required with this table because changes to the statistical collection from 2002 onwards produced increased estimates of commencements and enrolments. These tables show that from 2002, entry to higher education became harder for young Australians. Direct transition from Year 12 fell from 38 percent to 45 percent. Some of this may be related to young people increasingly taking a 'gap year', possibly to assist in satisfying the independence criterion for eligibility for the Youth Allowance. Other young people are obliged to enrol for a year as full-fee paying students with private providers to gain access to a university.[32]

Even so, commencement rates for 15 to 19 year-olds also fell from 6.9 percent in 2002 to 6.5 percent in 2004. Despite the changes to the collection, the 2001 entry and commencement rates were higher than the 2002 estimates, which suggests that the decline began in 2001. The apparently small change—0.4 percentage points—should not disguise the relative size of the decline, which is about six percent of youth higher education commencements since 2002 and closer to nine percent since 2001. Participation rates declined in parallel from 11.2 percent in 2002 to 10.3 percent in 2004.

The reason for the decline is not the 'gap year' phenomenon—commencement rates pick up postponed or lagged commencements and any change in deferral rates would have to be huge to explain the changes. Nor is it likely to be a response to changes in fees and fee structures for government supported places. While fees may deter some individuals from enrolling, and this may be socially patterned, it is rare for a university not to be able to fill a government-supported place.

The decline in access to university is more likely to be due to constraints on the supply side—proportionately fewer government-supported places are being offered for 15 to 19 year-olds. While this could be directly related to government funding, it might also be related to internal university practices, For instance, the growth of 'double degrees' extend the number of years for which a young person is enrolled, concentrate government funding on relative fewer students, and therefore exclude other potential students from entry altogether. Double degrees may be an equity issue. Whatever the reason, over the last few years it has become more difficult for young Australians to go to university.

Indigenous youth are under-represented in higher education.

Proportionately fewer Indigenous young people are transferring directly from Year 12 to higher education. Indigenous transition rates from Year 12 to higher education have declined over the last five years—from 21 percent in 1999 to 16 percent in 2004. The decline reflects the relatively greater increase in the numbers of Indigenous students in Year 12 compared with entry to university. Even so, an Indigenous student in Year 12 has about half the chance of entering Year 12 of a non-Indigenous student.

The Indigenous share of university course commencements has risen slightly over the last five years—it was 0.9 percent in 1999 and reached 1.0 percent in 2004. Although small in absolute terms, the relative growth has been large, but the year-to-year fluctuations mean that it would be premature to interpret the increase as a trend. Indigenous youth are clearly substantially under-represented in higher education commencements—they are 3.4 percent of all 15 to 19 year-olds. Much of the difference

[32] Some private providers are registered (for a fee) by a university to deliver the university's courses on the university's campus using the university's facilities to full fee paying students on the understanding that reasonable academic performance will lead to admission to a government supported place in second year. The extent of this practice is not documented, but it is not uncommon.

can be attributed to lower levels of school completion among Indigenous students. Even so, recent increases in school completion have yet to flow through to increased enrolments in the higher education sector.

The Indigenous share of higher education enrolments is systematically lower than commencements, which again suggests that Indigenous youth enrol in shorter courses or have lower completion rates. The difference may be larger than indicated by national estimates because the Indigenous population is disproportionately located in States in which students typically complete Year 12 at a younger age—a feature that should, all else equal, increase 15 to 19 year-old participation rates in higher education. A non-Indigenous 15 to 19 year-old has about four times the chance of being enrolled in university compared with an Indigenous youth.[33]

PART-TIME WORK AND YOUTH EMPLOYMENT

The increasing importance of part-time work in the lives of young Australians was obvious in the earlier discussion of full-time engagement. This section provides more detail on the role of part-time work in the labour market experienced by teenagers and young adults.

More full-time students are working part-time while they study

Some of the growth in part-time employment is related to the expansion of full-time education—part-time employment fits more easily with full-time study. Figure 13 and Table A23 show the substantial increase from 1986 to 2005 in part-time work among full-time students both in school (from 23 to 36 percent) and in tertiary education (from 33 to 49 percent for 15 to 19 year-olds and from 32 to 49 percent for 20 to 24 year-olds).

The effect of part-time work on the quality of young people's educational experience has been widely discussed. For both school and tertiary students it seems that some part-time work has little impact on study, but that the studies of the relatively few students working longer hours suffer.[34] While part-time work related to studies is rare and is usually in low skill occupations, for some students their part-time work has benefits beyond any immediate financial returns.

The reasons for the increase in the proportion of part-time work among students are also the subject of speculation. In part it may be a response to a labour market that is increasingly supplying part-time work outside what were once considered standard working hours—more part-time jobs are available, so full-time students are simply taking advantage of the opportunity. On the demand side, increased part-time student employment may relate to the reduced availability of student financial support or the conditions under which that support is available, particularly the Youth Allowance independence criteria; the education and life-style expectations of young students; the

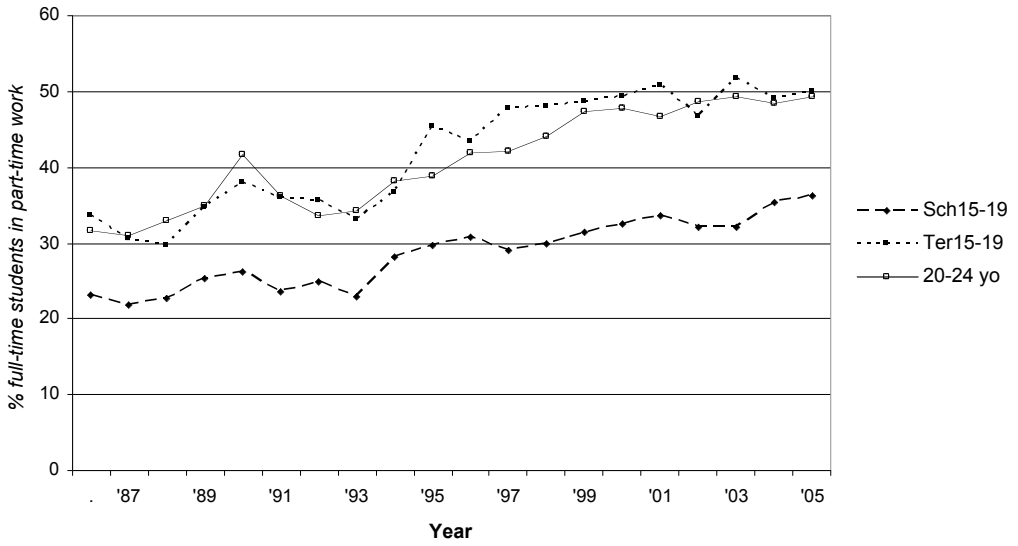
[33] The substantially lower rates of Indigenous participation in higher education reported here contrast with much of the reporting within the university sector which uses as its equity benchmark the proportion of Indigenous people in the 15 to 64 year-old population. This is an inappropriate benchmark because of the younger age profile of the Indigenous population—Indigenous people are concentrated in age groups that typically have higher rates of participation in university (and other forms of education). Age-specific participation rates, such as those presented here, are a more appropriate measure and better display the educational disadvantage of Indigenous Australians.

[34] Long M & Hayden M, 2001, Paying their way: A survey of Australian undergraduate student finances, 2000, AVCC; Vickers M, Lamb S & Hinkley J 2003, *Student workers in high school and beyond: The effects of part-time employment on participation in education, training and work,* ACER; Robinson L, 1999, *The effects of part-time work on school students, ACER.*

increasing transfer of education costs to students, particularly in tertiary study; and the changing profile of students.

Figure 12

Full-time school and tertiary students aged 15 to 19 and all full-time students aged 20 to 24, Australia, April-June, 1986 to 2005



See Table A24

Full-time jobs have been growing more slowly for young Australians.

For those young Australians not in full-time study, there is a long-term shift away from full-time jobs towards part-time employment. The earlier discussion of full-time engagement focused on a shift within the 'at risk' category out of unemployment to part-time employment. This is only part of the story of the changing youth labour market. The other major change is the reduced availability of full-time work.

While some young people, particularly those in full-time education, prefer part-time work, the majority of young people working in part-time jobs and not in full-time education would prefer more hours of work. Relatively few young people who are unemployed and not in full-time education are seeking part-time employment.

The preference for full-time jobs is hardly surprising. Compared with full-time work, part-time work pays less in total and part-time workers are much less likely to receive education and training as part of their job;[35] are much less likely to receive holiday, sick and long service leave (sometimes without any wage offset);[36] are more likely to

[35] Long M & Lamb S, 2002, *Firm-based training for young Australians: Changes from the 1980s to the 1990s*. LSAY, Research Report No. 23. ACER, Melbourne.

[36] Campbell I, 2004, Casual Work and Casualisation: How Does Australia Compare? Paper for a conference *Work Interrupted: Casual and Insecure Employment in Australia*, 2 August 2004, Melbourne.

experience variable hours of work (and earnings),[37] are subject to termination at short notice; and hence feel less secure in their jobs.[38]

Figure 13, however, shows that part-time employment has increased substantially since 1986 even among young people who are not in full-time study. For teenagers not studying full-time, the percentage who have a part-time job has increased from 6 percent in 1986 to 16 percent in 2005 for males and from 10 percent to 32 percent for females (Table A24). The ratio of part-time employment to full-time employment has also increased. For teenage males not studying full-time, in 1986 there was about 10 in part-time employment for every 100 in full-time employment. In 2005 there were 25 in part-time employment for every 100 working full time. For females, the relative growth of part-time employment has been even stronger, from 16 working part-time for 100 working full-time in 1986 to 80 for every 100 in 2005 (Table A24).

Among OECD countries, Australia has one of the highest levels of part-time employment for non-students (Table A25). In 2001 for 20 to 24 year-old males who were not studying, Australia ranked second out of 19 OECD countries. The proportion in part-time employment in Australia was 11.5 percent—twice the OECD average of 5.8 percent. Part-time employment for females was also high by OECD standards. The proportion of 20 to 24 year-old females working part-time was 21.8 percent, substantially higher than the OECD average and ranking Australia fifth highest out of 21 countries.

Among teenagers who are not enrolled in full-time education, the absolute and relative increase of part-time employment has been associated with an absolute and relative decline in full-time employment—in 1986 72 percent of males had full-time jobs, but by 2005 this had fallen to 63 percent and for females the decline was even greater, from 62 percent to 39 percent.

For young adults not studying full-time, full employment shows a similar, although less severe, decline. For males, full-time employment declined from 80 percent in 1986 to 72 percent in 2004. For females, however, there has been only a very small decline from 59 percent to 55 percent.

The trend towards ever greater levels of part-time employment among young Australians outside full-time study seemed to halt in 2005. For teenage males, the proportion in part-time work fell from 17 percent in 2004 to 16 percent in 2005, those in full-time work increased from 58 to 63 percent and the ratio of part-time to full-time work fell back to the levels of the late 1990s. The trend for young women, however, did not show this same improvement. Among young adults, both male and female, there were also signs of a strengthening of full-time employment at the expense of part-time employment, although the changes were more modest than for teenage males.

There have been interruptions to the longer term trend of increasing part-time employment in other years. Whether this most recent change is only yet another temporary interruption or something more significant remains to be seen.

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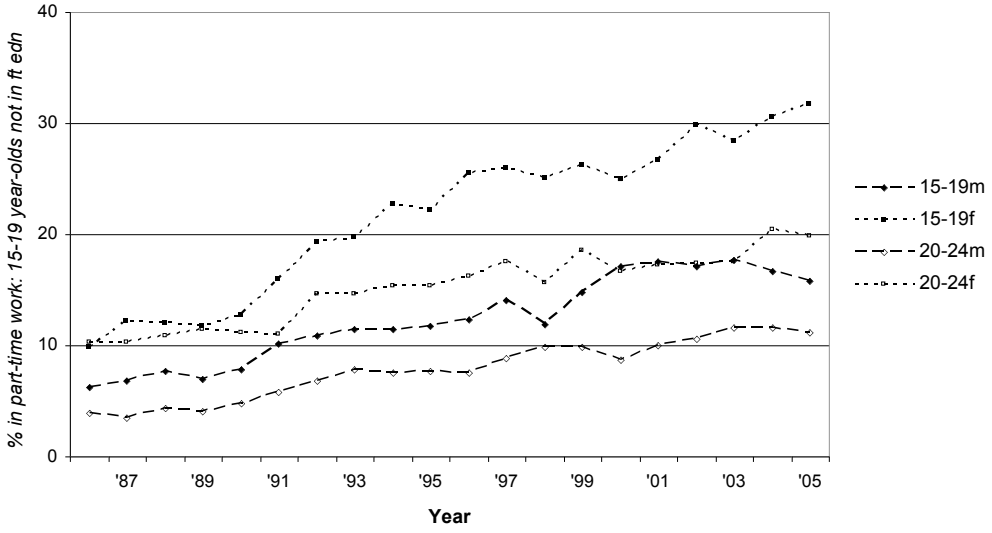
[37] ABS, *Australian social trends, 2005,* 4102.0 'Casual workers', pp. 125-129 and *Australian social trends, 2000,* 'Employment arrangements in the late 1990s', pp. 115-119.

[38] Kelley J, Evans M. & Dawkins P, 1998, 'Job Security in the 1990s: How much is job security worth to employees?', *Australian Social Monitor*, Sept. 1998, pp. 1-7.

Figure 13

Percent of males and females in part-time work: 15 to 19 and 20 to 24 year olds not in full-time education, Australia, May 1986 to 2005



See Table A24

Figure 14 shows the change from 1995 to 2005 in the *number* of people in full-time jobs for teenagers, young adults and 25 to 64 year-olds. In May 2005, there were about the same number of teenagers in full-time jobs as there had been 10 years earlier and 10 percent fewer young adults in full-time jobs. Full-time jobs for other adults increased by 18 percent over the same period (see Table A19).

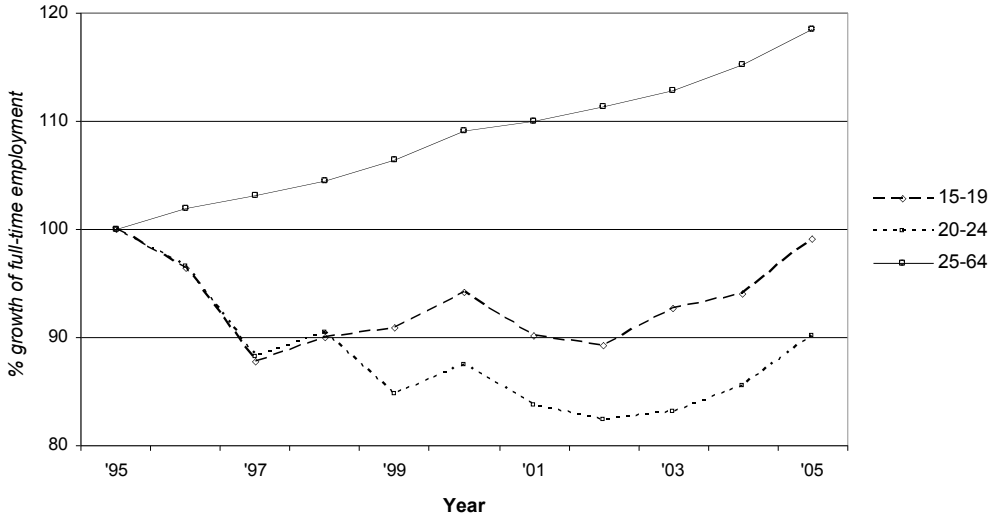
Over the last two years, and especially between 2004 and 2005, the number of full-time jobs has increased markedly for both teenagers and young adults and at a faster rate than for the rest of the population. Some benefits of the stronger labour market may at last be flowing through to younger people. Even so, it may be many years before growth in full-time jobs returns the balance of employment to levels prevailing a decade ago.

The majority of 15 to 19 year-olds who are not studying full-time and are working only part-time want more work.

The proportion of young people working part-time and not enrolled in full-time education has been increasing. This is not because more young people are combining part-time work with part-time study. In May 2005, 100,700 15 to 19 year-old Australians were not in full-time education and working only part-time—7 percent of the all 15 to 19 year-olds. Many of these young people work relatively few hours and want to work more.

Figure 14

Full-time job growth for 15 to 19 and 20 to 24 year olds not in full-time education compared with 25 to 64 year olds, Australia, May 1995 to 2005



See Table A26

It is important to consider part-time work separately for young people studying and not studying full-time. Part-time work is mainly complementary to their study for young people in full-time education. Those who are not studying full-time, however, work more hours and would prefer to work more hours still. One-third work the equivalent of about one or two days a week (0 to 15 hours), one-third work about three days a week (16 to 24 hours) and another third work more than three days a week (25 to 34 hours). Nearly 60 percent of 15 to 19 year-olds working part-time and not studying full-time would prefer to work more hours (Table 17). The needs of many of these young people are not being met through the labour market and the growth of part-time employment is a symptom of this failure.

Table 17

The percentage of 15 to 19 year olds in part-time employment by hours of work and preference for more hours of work: Australia, August 2004

	Studying full-time	Not studying full-time	Total 15 to 19 year-olds
	%	%	%
Actual hours worked			
1-15 hours	75.0	29.7	65.5
16-24 hours	15.3	33.5	19.2
25-34 hours	3.1	34.0	9.6
Other	6.6	2.7	5.8
Total	**100.0**	**100.0**	**100.0**
Prefer more hours %	22.9	59.5	30.5

Notes Customised table from ABS *Labour force Australia,* 6202.0, August 2004. *Other* is nil hours worked in the reference week.

Most unemployed young people not in full-time education want full-time jobs.

The proportion of 15 to 19 year-olds who are not in full-time study and are unemployed has declined over the last decade or so. In May 2005 53,700 young Australians were not in full-time education and were looking for work—3.8 percent of all 15 to 19 year-olds. Of these, the overwhelming majority (92.1 percent) wanted full-time work (95.6 percent of males and 87.5 percent of females).[39]

The relatively brief time since most young people have left school limits the scope for long-term unemployment. Yet among unemployed 15 to 19 year-olds who are not in full-time education, 13 percent had been unemployed for one year or longer.[40]

Many young people not in the labour force want to work.

The proportion of young people who are not in full-time study and are not in the labour force has been relatively constant over the last 20 years. In May 2005, 54,500 15 to 19 year-old Australians were not in full-time education and not in the labour force—3.9 percent of the all 15 to 19 year-olds. Many of these young people will have poorer long-term labour market prospects (Table A4).

Table 18

Main activity of males and females not in the labour force: 15 to 24 year olds, Australia, Sept 2004

	Males		Females		Persons	
Main activity	%	%	%	%	%	%
Attending an educational institution	87.4	--	72.9	--	79.7	--
Retired or voluntarily inactive	0.6	4.8	0.5	2.0	0.6	2.8
Home duties or child care	1.3	10.3	20.8	77.0	11.7	57.6
Own disability or handicap	2.8	22.3	1.6	5.8	2.2	10.7
Own illness or injury	2.5	19.6	1.0	3.6	1.7	8.3
Looking after an ill or disabled person	0.4	3.4	0.3	1.1	0.4	1.8
Travel, holiday or leisure activity	2.1	16.4	1.0	3.7	1.5	7.5
Working in an unpaid voluntary job	0.6	4.4	0.4	1.3	0.4	2.2
Other	2.4	18.7	1.5	5.5	1.9	9.4
TOTAL	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.1**

Notes ABS, *Persons not in the labour force, September 2004,* 6220.0, Table 2. The first columns show the main activities including education; the second columns show the main activities excluding education.

Many young people who are not studying full-time and not in the labour force want to work, but for various reasons are not classified as unemployed. In 2004, 49 percent of 15 to 19 year-olds who were not studying full-time were *marginally attached* to the labour force—they were actively looking for work but not available to start within four

[39] ABS Labour force Australia, 6291.0.55.001—LM3.
[40] Customised table from ABS, *Labour force Australia*, 6202.0, August 2004.

weeks or were not actively looking for work but were available to start within four weeks and would have worked if offered a job.[41]

Table 18 shows the main activities of 15 to 24 year-olds who are not in the labour force, including those in full-time study. These are not necessarily always the *reasons* why young people are not in the labour force—simply their main *activities* while they are not in the labour force. Focusing on those not in education, for young men 42 percent have a disability, an illness or an injury. Only 16 percent gave *Travel, holiday or leisure activity* as their principal activity. For young women, 77 percent report *Home duties or childcare* as their main activity, with smaller proportions reporting travel, illness or disability.

Although 77 percent of females not in full-time education listed home duties or childcare as their main activity while they were not in the labour force, only five percent gave childcare as the main reason for not looking for work and six percent as a reason for not looking for work.[42] Only two percent gave childcare as a reason for not being available for work at all.

Many young adults want more work

Part-time work for young adults is often a form of hidden unemployment. Table 19 shows the number of hours worked by young adults with part-time jobs and the proportion wishing to work more hours. The difference between young adults enrolled in full-time study and those who are not is obvious. While young adults not in full-time study work longer hours than those in full-time study, they are also more likely to want to work more hours (55 percent) than young adults who are studying full-time (20 percent). Many young adults on part-time jobs clearly want full-time work, but cannot find it.

Table 19

The percentage of 20 to 24 year olds in part-time employment by hours of work and preference for more hours of work: Australia, August 2004

	Studying full-time	Not studying full-time	Total 20-24 year-olds
	%	%	%
Actual hours worked			
1-15 hours	60.0	24.5	43.1
16-24 hours	26.7	31.4	29.0
25-34 hours	8.8	39.1	23.2
Other	4.5	4.9	4.7
Total	**100.0**	**100.0**	**100.0**
Prefer more hours %	19.5	55.0	36.4

Notes Customised table from ABS *Labour force Australia,* 6202.0, August 2004. *Other* is nil hours worked in the reference week.

[41] Customised table from ABS, *Persons not in the labour force Australia, September 2004*, 6220.0,
[42] *Persons not in the labour force,* ABS 6220.0, Sept 2003, Table 9.

Unemployed young adults who are not studying full-time are generally looking for a full-time job. In May 2005 92 percent of unemployed males and 79 percent of unemployed females were seeking full-time employment.[43] Longer-term unemployment is more evident for young adults than for teenagers—in August 2004 one in five (18 percent) had been unemployed for one year or longer.[44]

About a third of young adults not in the labour force also want to work—32 percent of males and 33 percent of females—but for various reasons do not satisfy the stricter definitions required to be classified as 'unemployed'.[45]

[43] ABS, *Labour force Australia,* 6291.0.55.001—LM3.

[44] Customised table from ABS *Labour force Australia,* 6202.0, August 2004.

[45] ABS, *Persons not in the labour force,* 6220.0, Sep 2004, Table 3.

Conclusion

A key finding of this report is that there is that each year a substantial proportion of young Australians make a poor transition from school to further study and work. Around 15 percent of 15 to 19 year-olds are neither in full-time work nor full-time study. Three out of every 10 young Australians has a precarious or negligible attachment to work one year after leaving school. A quarter of Australians aged 18 to 19 are not in full-time education and work. The situation for 20 to 24 year-olds is similar. And these proportions have been almost unchanged for a decade or so.

Many of these young Australians want to work or want to work more. More than a third of those outside the labour force and not studying full-time want a job. Most of the unemployed are seeking a full-time job, even though the trend over the last decade or longer has been from unemployment to part-time work. And most of those with part-time jobs want more hours of work.

While the number of full-time jobs have continued to grow for the older population, it has not grown to the same extent for young Australians outside full-time study. Part-time employment has increasingly and for longer become the basis of their economic survival. As part-time work becomes a way of life for more young Australians, it may provide an extended stepping stone to full-time work. Equally, however, it may provide a poor foundation for future skill development or full-time engagement with the labour force. Australia has one of the highest levels of non-student part-time employment among OECD countries.

This is a problem that seemingly won't go away. The strange thing is that it occurs against a background of an economy that has been expanding for at least a decade. Even though official unemployment has declined among young Australians, this improvement has been relatively greater for older Australians and in relative terms, younger Australians have proportionately higher levels of unemployment.

Economic expansion has led many commentators to voice concerns about labour and skills shortages. The ageing of the Australian workforce adds an extra urgency to the discussion. Among the proposed solutions, improving the education and labour market outcomes for our young people must be the most attractive.

Governments at all levels have initiated policies and programs designed to improve the transition of young people from school to further study and work. Education and training departments in various states have focused on improving school completion rates by broadening the curriculum, introducing more flexible certification arrangements, improving early school achievement and attendance. Young people who complete Year 12 are more likely to be fully engaged in work or study after leaving school than are young people who do not. State governments have also sought to construct new education and training pathways for school leavers and to create institutions and arrangements to help students after they leave school. The Australian Government has also introduced new programs to assist the transition of young people to work and training, including a suite of programs within the Australian Network of Industry Careers Advisers initiative as well as changes to income support.

The effect of these programs is not reflected in the national statistics presented in this report. Many of these programs, however, have only recently been introduced and their full effects may not be realised for several years or longer. New institutions have to be created, new contacts made, and, most importantly, it takes time for young people, their parents, employers, educators and youth workers to hear about new opportunities and to take advantage of them. Better coordination of programs and approaches among government could contribute to their effectiveness. And while governments are often willing to fund new physical infrastructure, the funding of new infrastructure for improving human resources is typically more limited, despite its demonstrated economic benefits. Improving transition arrangements for school leavers remains an on-going policy challenge for Australian governments.

Indigenous youth are possibly the most disadvantaged group in terms of education and employment. They are significantly under-represented both in universities and in New Apprenticeships, although their participation in the VET sector as a whole is better. Participation rates in New Apprenticeships have been improving over the last five years, but not in VET overall. Similarly commencements and participation in higher education has barely changed and has fallen behind the increasing numbers of Indigenous students completing Year 12.

Educational attainments of young Australians appear to be improving in recent years. Australia continues to rank in the middle of OECD countries in terms of the educational attainments of its youth and wider population.

Table A1

Participation in full-time education, full-time work, or both part-time education and part-time work, by state and single year of age, 15 to 25 year-olds, May 2004.

Age	NSW	VIC	QLD	SA	WA	TAS	ACT	NT	AUST
	%	%	%	%	%	%	%	%	%
15	96.3	98.9	97.0	96.7	96.2	98.6	82.8	97.3	97.1
16	93.6	97.0	92.2	93.4	91.5	95.8	88.3	98.0	94.1
17	91.2	92.1	80.1	83.2	83.2	93.6	63.6	86.4	87.6
18	70.5	80.1	72.9	64.3	80.6	74.6	77.6	77.5	74.2
19	80.6	78.8	77.0	64.4	76.1	62.3	53.5	77.2	77.1
15-19	86.4	89.2	83.6	80.0	85.4	86.2	70.7	87.5	85.9
20	82.2	81.2	75.0	76.9	76.9	81.7	74.1	83.1	79.5
21	81.2	82.2	76.1	70.0	70.6	75.7	100.0	77.6	78.5
22	75.7	80.8	79.2	67.4	78.2	74.9	88.4	85.1	77.7
23	76.2	77.7	75.6	67.7	79.7	70.4	47.3	93.9	76.3
24	75.5	79.3	74.0	69.8	75.0	58.6	69.3	75.7	75.2
20-24	78.2	80.3	76.0	70.6	76.1	72.2	75.9	82.9	77.5
15-24	82.3	84.6	79.8	75.3	80.8	79.7	73.5	85.0	81.7

Notes Customised tables from the ABS *Education and work, Australia,* 6227.0. Many of the estimates in this table are based on relatively few cases and therefore have large standard errors. Greater reliance can be placed on national estimates, estimates for broader age bands and estimates for the larger states. Estimates for single years of age for smaller states and territories are subject to substantial sampling variability.

Table A2

Percent of 15 to 19 year olds who are not in full-time education or full-time work including and excluding those combining part-time work and part-time study, Australia, May 2004

Age	Not in full-time education or work excluding part-time work and study	Not in full-time education or work including part-time work and study
	%	%
15	2.9	2.9
16	6.1	5.9
17	13.4	12.4
18	27.8	25.8
19	25.9	22.9
15-19	15.4	14.1

Notes Customised tables from ABS *Education and work,* 6227.0. Values may differ from those in Table 2 and other tables because of differences in the scope of *Education and work* and the *Labour force survey* and because of revision to estimates from the *Labour force survey*.

Table A3

Young people not in full-time education or full-time employment, 15 to 19 year-olds, Australia, May 1986 to 2005

May	Males %	Females %	Persons %	Males '000s	Females '000s	Persons '000s
1986	13.8	18.2	16.0	94.0	119.1	213.2
1987	14.1	17.8	15.9	98.9	120.3	219.1
1988	13.1	16.0	14.5	93.6	109.9	203.5
1989	9.7	14.8	12.2	69.3	102.2	171.4
1990	12.2	15.4	13.8	86.8	105.4	192.2
1991	15.0	17.7	16.3	104.1	117.9	222.0
1992	15.1	18.8	16.9	102.3	121.7	224.0
1993	16.0	17.5	16.7	106.2	110.6	216.8
1994	16.1	18.0	17.0	105.4	112.0	217.4
1995	13.7	17.9	15.7	88.8	110.7	199.5
1996	15.4	17.2	16.3	100.2	107.3	207.5
1997	15.0	15.3	15.2	98.9	96.5	195.5
1998	14.7	16.5	15.6	98.8	105.7	204.4
1999	13.5	15.5	14.4	89.9	98.8	188.7
2000	13.3	15.3	14.3	89.6	99.3	188.9
2001	14.8	15.1	14.9	101.3	99.5	200.8
2002	13.6	17.0	15.3	94.0	113.1	207.1
2003	13.8	15.9	14.8	96.5	106.9	203.4
2004	14.3	16.7	15.5	101.3	113.6	214.9
2005	12.5	17.4	14.9	89.2	119.2	208.4

Notes ABS *Labour force Australia*, 6291.0.55.001—LM3. There is a break in the series between 2000 and 2001. Some values in this table may differ from corresponding values in earlier editions of this report because of revisions to the data by the ABS.

Table A4

Labour force activities of 15 to 19 year olds not in full-time study or work, Australia, May 1986 to 2005

	IN PART-TIME WORK			UNEMPLOYED			NOT IN THE LABOUR FORCE		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
May	%	%	%	%	%	%	%	%	%
1986	3.0	4.6	3.8	8.2	8.2	8.2	2.6	5.3	3.9
1987	3.2	5.4	4.3	8.4	7.4	7.9	2.5	5.0	3.7
1988	3.6	5.2	4.4	7.1	6.2	6.6	2.5	4.7	3.5
1989	3.2	4.9	4.0	4.4	5.7	5.0	2.1	4.2	3.1
1990	3.5	5.1	4.3	6.1	5.7	5.9	2.5	4.7	3.6
1991	4.0	5.7	4.9	8.4	7.2	7.8	2.6	4.7	3.6
1992	4.1	6.3	5.2	8.9	8.4	8.7	2.1	4.2	3.1
1993	4.3	6.2	5.2	8.4	6.5	7.4	3.3	4.8	4.1
1994	4.3	6.8	5.6	8.7	6.7	7.7	3.1	4.4	3.7
1995	4.3	6.9	5.6	6.8	6.9	6.9	2.5	4.1	3.3
1996	4.6	7.6	6.1	7.7	5.4	6.6	3.0	4.2	3.6
1997	4.9	6.9	5.9	7.3	4.7	6.0	2.8	3.7	3.3
1998	4.2	6.8	5.5	7.1	5.5	6.3	3.4	4.2	3.8
1999	5.0	7.2	6.1	5.3	4.3	4.8	3.2	4.0	3.6
2000	5.8	6.9	6.3	4.2	4.3	4.2	3.4	4.1	3.7
2001	6.0	7.2	6.6	5.7	3.7	4.7	3.1	4.2	3.6
2002	5.6	8.3	7.0	4.7	4.2	4.5	3.2	4.5	3.8
2003	5.9	7.8	6.8	4.8	3.8	4.3	3.1	4.3	3.7
2004	5.6	8.7	7.1	4.6	4.2	4.4	4.1	3.8	3.9
2005	5.4	9.1	7.2	4.2	3.5	3.8	2.9	4.9	3.9

Notes ABS *Labour force Australia*, 6291.0.55.001—LM3. There is a break in the series between 2000 and 2001. Some values in this table may differ from corresponding values in earlier editions of this report because of revisions to the data by the ABS.

Table A5

School leavers not in full-time study or work in May of the year after leaving school, Australia, 1986-2005

	Males	Females	Persons	Males	Females	Persons
	%	%	%	'000s	'000s	'000s
1986	20.4	25.7	23.1	27.1	34.7	61.7
1987	24.8	26.8	25.8	33.1	33.4	66.4
1988	23.4	24.1	23.7	30.0	29.6	59.6
1989	17.7	25.1	21.4	24.6	34.0	58.7
1990	20.5	22.6	21.5	27.8	29.3	57.1
1991	29.0	32.3	30.7	33.6	37.3	71.0
1992	30.2	34.9	32.4	39.8	40.7	80.6
1993	31.1	33.2	32.1	39.1	39.8	78.9
1994	29.8	34.1	32.0	38.0	43.4	81.4
1995	27.9	29.1	28.5	36.4	36.3	72.7
1996	30.2	31.5	30.9	38.6	37.4	76.0
1997	27.3	27.8	27.6	33.1	32.9	65.9
1998	28.7	33.8	31.2	35.6	39.8	75.4
1999	26.3	25.8	26.0	33.4	31.2	64.6
2000	28.1	28.0	28.1	39.6	35.5	75.1
2001	30.7	28.5	29.6	40.8	35.1	75.9
2002	26.7	32.6	29.6	37.9	44.3	82.2
2003	27.9	31.3	29.6	39.3	43.3	82.6
2004	27.1	35.9	31.4	38.7	48.3	87.0
2005	27.1	33.5	30.3	39.3	48.1	87.4

Notes ABS *Labour force Australia*, 6291.0.55.001—LM3. There is a break in the series between 2000 and 2001. Some values in this table may differ from corresponding values in earlier editions of this report because of revisions to the data by the ABS.

Table A6

Labour force activities of school leavers not in full-time study or work in May the year after leaving school, Australia, 1986-2005

	IN PART-TIME WORK			UNEMPLOYED			NOT IN THE LABOUR FORCE		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
May	%	%	%	%	%	%	%	%	%
1986	4.4	7.3	5.8	12.6	13.4	13.0	3.5	5.1	4.3
1987	5.9	10.1	7.9	15.2	11.1	13.2	3.6	5.6	4.6
1988	7.2	10.2	8.7	12.5	9.6	11.1	3.6	4.2	3.9
1989	5.9	10.5	8.1	8.4	8.6	8.5	3.5	6.1	4.8
1990	7.3	9.8	8.5	10.1	8.5	9.3	3.2	4.3	3.7
1991	10.2	12.5	11.4	14.2	14.3	14.3	4.6	5.5	5.1
1992	8.9	12.3	10.5	18.4	15.8	17.2	2.9	6.8	4.7
1993	9.0	13.7	11.3	18.0	13.3	15.7	4.2	6.2	5.1
1994	8.0	14.6	11.3	16.6	15.0	15.8	5.2	4.5	4.8
1995	9.7	11.9	10.8	13.9	12.0	13.0	4.3	5.1	4.7
1996	9.2	16.7	12.8	16.5	9.8	13.3	4.6	5.0	4.8
1997	10.4	14.7	12.6	11.1	8.4	9.7	5.8	4.7	5.3
1998	10.6	14.8	12.6	11.1	11.3	11.2	7.0	7.7	7.4
1999	10.2	14.4	12.2	10.4	6.2	8.4	5.7	5.1	5.4
2000	14.0	13.3	13.7	7.4	9.0	8.2	6.6	5.7	6.2
2001	14.7	14.4	14.6	10.0	8.3	9.2	5.9	5.8	5.9
2002	13.6	16.9	15.2	9.1	9.2	9.1	4.1	6.5	5.3
2003	13.1	18.0	15.5	8.6	6.2	7.4	6.2	7.2	6.7
2004	13.3	19.4	16.3	9.1	10.2	9.7	4.7	6.2	5.5
2005	12.1	19.7	15.9	10.2	7.8	9.0	4.8	6.0	5.4

Notes ABS *Labour force Australia*, 6291.0.55.001—LM3. There is a break in the series between 2000 and 2001. Some values in this table may differ from corresponding values in earlier editions of this report because of revisions to the data by the ABS.

Table A7

Percent of 20 to 24 year olds not in full-time education or full-time employment, Australia, May 1986 to 2005

May	Males %	Females %	Persons %	Males '000s	Females '000s	Persons '000s
1986	18.0	38.2	28.0	119.0	249.8	368.9
1987	17.4	36.0	26.6	114.2	233.8	348.1
1988	17.4	35.5	26.4	114.5	229.5	344.0
1989	14.4	32.2	23.2	95.1	210.9	306.0
1990	16.4	31.3	23.8	110.4	208.0	318.4
1991	21.8	34.5	28.1	150.5	236.0	386.5
1992	24.7	36.6	30.6	174.9	256.6	431.6
1993	25.1	37.5	31.3	180.6	266.3	446.8
1994	24.5	35.9	30.1	177.3	254.6	431.9
1995	21.0	35.6	28.2	149.9	249.8	399.7
1996	20.5	35.4	27.9	142.8	243.2	386.1
1997	24.2	37.3	30.7	166.3	251.6	417.9
1998	23.4	33.7	28.5	159.7	224.7	384.4
1999	21.7	35.1	28.3	143.4	227.0	370.4
2000	19.5	30.8	25.1	126.4	195.5	321.9
2001	21.5	31.9	26.7	139.8	204.2	344.0
2002	20.1	30.8	25.4	134.2	200.2	334.4
2003	21.9	31.0	26.4	151.1	208.7	359.8
2004	21.4	32.2	26.7	152.9	224.7	377.6
2005	19.1	29.9	24.4	140.0	212.5	352.5

Notes ABS *Labour force Australia*, 6291.0.55.001 LM3. There is a break in the series after March 2001. Some values in the table may differ from those in earlier editions of this report because of revisions to their data by the ABS.

Table A8

Labour force activities of 20 to 24 year olds not in full-time study or work, Australia, May 1986 to 2005

	IN PART-TIME WORK			UNEMPLOYED			NOT IN THE LABOUR FORCE		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
In May	%	%	%	%	%	%	%	%	%
1986	3.6	9.5	6.6	9.6	6.8	8.2	4.8	21.8	13.2
1987	3.2	9.5	6.3	10.0	7.3	8.7	4.2	19.2	11.6
1988	3.9	9.9	6.9	9.8	6.6	8.2	3.7	19.0	11.3
1989	3.6	10.3	6.9	7.3	6.0	6.7	3.4	15.9	9.6
1990	4.2	9.7	6.9	8.4	6.0	7.2	3.9	15.5	9.6
1991	5.0	9.5	7.2	12.8	9.2	11.0	4.0	15.8	9.9
1992	5.8	12.3	9.1	15.0	8.9	12.0	3.9	15.4	9.6
1993	6.7	12.4	9.5	14.2	8.3	11.3	4.3	16.9	10.5
1994	6.5	12.9	9.7	12.6	7.9	10.3	5.4	15.0	10.2
1995	6.5	13.0	9.7	9.9	7.5	8.7	4.6	15.1	9.8
1996	6.3	13.5	9.8	9.7	7.1	8.4	4.5	14.8	9.6
1997	7.3	14.3	10.8	12.0	8.8	10.4	5.0	14.2	9.6
1998	8.2	12.6	10.4	10.0	7.1	8.5	5.2	14.1	9.6
1999	8.0	14.6	11.3	7.9	6.7	7.3	5.8	13.9	9.8
2000	7.0	13.0	10.0	7.7	5.6	6.7	4.8	12.2	8.5
2001	7.9	13.5	10.7	8.8	6.5	7.6	4.8	12.0	8.4
2002	8.2	12.7	10.4	7.4	4.6	6.0	4.6	13.5	9.0
2003	9.0	12.8	10.9	7.5	5.5	6.5	5.5	12.7	9.0
2004	9.0	14.6	11.8	6.1	4.1	5.1	6.3	13.5	9.8
2005	8.7	14.0	11.3	5.5	4.1	4.8	4.9	11.8	8.3

Notes ABS *Labour force Australia*, 6291.0.55.001 LM3. There is a break in the series after March 2001. Some values in the table may differ from those in earlier editions of this report because of revisions to their data by the ABS.

Table A9

Percent of young people neither in education or work: OECD countries, 2003

	15-19 YEAR OLDS	%		20-24 YEAR OLDS	%
1	Luxembourg	2.2	1	Luxembourg	8.2
2	Norway	2.7	2	Denmark	8.2
3	Denmark	3.0	3	Norway	10.6
4	Poland	3.3	4	Ireland	11.3
5	Sweden	4.2	5	Sweden	11.8
6	Germany	4.7	6	Austria	12.2
7	Ireland	5.2	7	Portugal	12.3
8	Czech Republic	5.8	8	Switzerland	12.7
9	Canada	6.7	9	Canada	13.2
10	**Australia**	**6.8**	**10**	**Australia**	**13.3**
11	Hungary	6.8	11	Spain	14.8
12	Belgium	7.1	12	UK	15.3
13	Spain	7.3	13	France	15.5
14	Switzerland	8.0	14	Germany	15.6
15	Portugal	8.8	15	Finland	16.5
16	Greece	9.3	16	Belgium	17.1
17	UK	9.4	17	Czech Republic	18.0
18	Austria	10.2	18	Hungary	19.9
19	Slovak Republic	12.6	19	Greece	21.4
20	France	14.0	20	Poland	25.5
21	Finland	16.5	21	Mexico	27.6
22	Mexico	17.8	22	Slovak Republic	29.6
23	Turkey	32.8	23	Turkey	47.8
	Country mean	**7.9**		**Country mean**	**16.7**

Notes OECD, 2005, *Education at a glance,* Table C4.4a pp. 294-295. Information was unavailable for several countries included in previous volumes.

Table A10

Unemployment rates of young people not in full-time study and of 25 to 64 year olds, Australia, April-June 1987 to 2005

	15 TO 19 YEAR OLDS			20 TO 24 YEAR OLDS			25 TO 64 YEAR OLDS		
May	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
1987	18.2	19.7	18.9	10.9	9.6	10.3	5.8	6.1	5.9
1988	15.1	15.9	15.5	11.0	10.0	10.5	5.0	5.9	5.4
1989	10.0	14.7	12.1	7.8	7.7	7.8	4.3	4.8	4.5
1990	13.5	15.7	14.5	9.3	8.4	8.9	4.5	4.7	4.6
1991	21.9	21.6	21.8	15.1	12.7	14.0	7.3	6.3	6.9
1992	24.4	28.9	26.4	18.0	12.7	15.6	8.7	7.0	8.0
1993	23.4	25.3	24.2	16.8	12.8	15.0	9.4	7.0	8.4
1994	24.3	26.5	25.2	15.1	11.5	13.5	8.0	6.8	7.5
1995	19.2	23.9	21.2	12.0	10.0	11.1	6.8	5.4	6.2
1996	22.4	20.2	21.5	11.7	10.1	10.9	6.6	5.9	6.3
1997	21.2	20.6	21.0	14.4	12.1	13.4	6.5	6.1	6.3
1998	20.9	22.2	21.4	12.7	10.6	11.7	6.2	5.5	5.9
1999	17.5	18.1	17.8	10.9	10.1	10.5	5.6	5.1	5.4
2000	13.5	17.2	15.1	9.6	8.0	8.9	5.0	4.9	5.0
2001	18.8	16.6	17.9	11.9	9.2	10.6	5.3	5.1	5.2
2002	15.5	17.9	16.6	10.3	8.2	9.4	5.1	4.8	5.0
2003	15.6	15.9	15.8	10.6	8.6	9.7	4.7	4.8	4.7
2004	15.0	16.3	15.5	9.1	7.3	8.3	4.1	4.3	4.2
2005	13.4	14.9	14.0	7.7	7.7	7.7	3.6	4.0	3.8

Notes ABS, *Labour force Australia*, 6202.0.55.001, Tables 03 and 03a. There is a break in the series between 2000 and 2001. The data sources used to derive values in this table differ slightly from those used elsewhere in this report for 1997 and earlier years.

Table A11

Ratio of unemployment rates of young people not in full-time study to unemployment rates of 25 to 64 year olds, Australia, April-June 1987 to 2005

	15 TO 19 YEAR OLDS			20 TO 24 YEAR OLDS			15 TO 24 YEAR OLDS		
May	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
1987	3.1	3.2	3.2	1.9	1.6	1.8	2.3	2.2	2.3
1988	3.0	2.7	2.9	2.2	1.7	2.0	2.5	2.0	2.3
1989	2.3	3.0	2.7	1.8	1.6	1.7	2.0	2.1	2.1
1990	3.0	3.3	3.2	2.1	1.8	1.9	2.4	2.3	2.4
1991	3.0	3.4	3.2	2.1	2.0	2.0	2.4	2.4	2.4
1992	2.8	4.1	3.3	2.1	1.8	1.9	2.3	2.4	2.3
1993	2.5	3.6	2.9	1.8	1.8	1.8	2.0	2.3	2.1
1994	3.0	3.9	3.3	1.9	1.7	1.8	2.2	2.2	2.2
1995	2.8	4.4	3.4	1.8	1.9	1.8	2.1	2.5	2.2
1996	3.4	3.4	3.4	1.8	1.7	1.7	2.2	2.1	2.2
1997	3.3	3.4	3.3	2.2	2.0	2.1	2.5	2.3	2.4
1998	3.4	4.0	3.6	2.0	1.9	2.0	2.4	2.5	2.4
1999	3.1	3.6	3.3	1.9	2.0	2.0	2.3	2.4	2.3
2000	2.7	3.5	3.0	1.9	1.6	1.8	2.1	2.1	2.1
2001	3.5	3.3	3.4	2.2	1.8	2.0	2.6	2.2	2.4
2002	3.0	3.7	3.3	2.0	1.7	1.9	2.3	2.3	2.3
2003	3.3	3.3	3.3	2.2	1.8	2.0	2.6	2.2	2.4
2004	3.6	3.8	3.7	2.2	1.7	2.0	2.6	2.3	2.5
2005	3.8	3.7	3.7	2.2	1.9	2.0	2.6	2.4	2.5

Notes ABS, *Labour force Australia*, 6202.0.55.001, Tables 03 and 03a. There is a break in the series between 2000 and 2001. The data sources used to derive values in this table differ slightly from those used elsewhere in this report for 1997 and earlier years.

Table A12

Unemployment rates for 15 to 24 year olds and the ratio of unemployment rates for 15 to 24 year olds to 25 to 54 year olds: OECD countries, 2004

Rank	Country	Unemployment rate 15 to 24 year olds
1	Mexico	6.4
2	Switzerland	7.7
3	Denmark	7.8
4	Netherlands	8.0
5	Iceland[1]	8.1
6	Ireland	8.1
7	New Zealand	9.3
8	Japan	9.5
9	Korea	9.6
10	United Kingdom[1]	10.9
11	Austria	11.0
12	**Australia**	**11.7**
13	Germany	11.7
14	Norway[1]	11.7
15	United States[1]	11.8
16	Canada	13.4
17	Portugal	15.3
18	Hungary	15.5
19	Sweden[1]	17.0
20	Belgium	17.5
21	Luxembourg	18.3
22	Turkey	19.7
23	France	20.3
24	Czech Rep.	20.4
25	Finland	20.8
26	Spain[1]	22.0
27	Italy	23.5
28	Greece	26.5
29	Slovak Rep.	32.7
30	Poland	40.8
	All OECD	**13.3**

Rank	Country	Ratio of 15-24 to 25-54 yo unemploy-ment rates
1	Germany	1.24
2	Denmark	1.66
3	Switzerland	1.93
4	Netherlands	2.00
5	Slovak Rep.	2.04
6	Ireland	2.08
7	Japan	2.16
8	Canada	2.23
9	Spain[1]	2.24
10	Turkey	2.26
11	France	2.39
12	Poland	2.41
13	Austria	2.50
14	Portugal	2.51
15	United States[1]	2.57
16	Belgium	2.65
17	**Australia**	**2.66**
18	Mexico	2.78
19	Czech Rep.	2.79
20	Hungary	2.82
21	Finland	2.85
22	Greece	2.91
23	United Kingdom[1]	3.03
24	Norway	3.08
25	Sweden[1]	3.09
26	Korea	3.10
27	New Zealand	3.21
28	Italy	3.41
29	Iceland	4.05
30	Luxembourg	4.58
	All OECD	**2.64**

Notes *OECD employment outlook 2005*, Statistical annex, Table C; pp. 241-243, (1) 16 to 24 year olds.

Table A13

Labour force participation of 25 to 54 year-olds not in full-time study, by highest post-school qualification and highest grade of school completed, Australia, May 2004

	Bachelor degree or higher	Advanced diploma or Diploma	Certificate III or IV	Certificate I or II	No post school quals	Total
	%	%	%		%	%
Males: Year 12						
Full-time work	88.5	85.9	90.1	81.1	81.3	86.2
Part-time work	6.0	7.0	4.1	7.7	6.5	6.1
Unemployed	2.7	2.7	2.5	4.6	4.5	3.2
Not in lab. force	2.8	4.3	3.3	6.7	7.7	4.5
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Males: Year 11						
Full-time work	84.8	83.9	86.3	79.8	72.6	78.9
Part-time work	6.0	4.8	5.2	7.6	7.5	6.6
Unemployed	2.7	4.2	2.1	5.6	6.1	4.5
Not in lab. force	6.5	7.1	6.4	7.0	13.8	10.0
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Females: Year 12						
Full-time work	56.3	43.9	44.6	44.0	40.4	48.6
Part-time work	26.3	33.1	31.9	27.8	26.9	27.8
Unemployed	2.1	2.4	4.0	4.4	3.4	2.8
Not in lab. force	15.2	20.6	19.5	23.9	29.4	20.7
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Females: Year 11						
Full-time work	51.9	43.1	34.3	31.8	28.2	31.2
Part-time work	28.3	33.8	39.4	33.4	27.7	30.7
Unemployed	1.7	2.0	4.1	4.6	3.4	3.5
Not in lab. force	18.0	21.1	22.2	30.3	40.7	34.6
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Notes Customised tables from ABS *Education and work,* 6227.0. *Year 11* includes Year 10 and below. *Total* includes Certificates nfd and Post-school qualification nfd.

Table A14

Percentage of the population that has attained at least upper secondary education[1] by age: OECD and other countries, 2003

		25-34	35-44	45-54	55-64	25-64
	Age Group					
	Country	%	%	%	%	%
1	Korea	97	83	55	32	73
2	Norway	95	92	85	76	87
3	Japan	94	94	82	65	84
4	Slovak Republic	94	91	84	70	87
5	Czech Republic	92	90	84	77	86
6	Sweden	91	88	80	69	82
7	Canada	90	86	83	71	84
8	Finland	89	85	73	55	76
9	United States	87	88	89	85	88
10	Denmark	86	82	80	74	81
11	Austria	85	83	75	69	79
12	Germany	85	86	84	78	83
13	New Zealand	84	81	76	64	78
14	Hungary	83	81	75	53	74
15	France	80	69	59	48	65
16	Belgium	78	68	55	43	62
17	Ireland	78	67	52	38	62
18	Netherlands[3]	76	71	62	53	66
19	Switzerland	76	72	68	61	70
20	**Australia**	**75**	**64**	**58**	**47**	**62**
21	Greece	72	60	44	28	51
22	United Kingdom[2]	71	65	64	57	65
23	Luxembourg	68	61	54	50	59
24	Iceland[3]	64	62	58	48	59
25	Italy[3]	60	50	39	24	44
26	Spain	60	48	33	19	43
27	Poland	57	49	46	40	48
28	Portugal	37	22	16	10	23
29	Turkey	33	25	21	16	26
30	Mexico	25	24	18	12	21
	OECD mean	***75***	***70***	***62***	***51***	***66***
1	Russian Federation	91	94	89	71	88
2	Israel	88	83	78	73	82
3	Chile	63	51	44	30	49
4	Malaysia[3]	58	45	27	15	42
5	Peru[3]	54	48	42	30	46
6	Argentina[3]	52	43	38	28	42
7	Philippines	45	39	31	22	36
8	Uruguay[3]	38	37	33	24	33
9	Brazil[3]	35	32	27	16	30
10	Indonesia	32	24	17	8	24
11	Thailand	30	22	13	7	21
12	Paraguay[3]	27	22	16	12	21

Notes OECD, *Education at a glance,* 2005, Table A1.2a, p.36. Countries are ranked by the percentage of 25-34 year-olds with at least upper secondary qualifications. (1) Excludes ISCED 3C short programs (some AQF Certificate III programs, all Certificate I and II programs for Australia). Apprenticeships and longer traineeships are included. (2) Not all ISCED 3 programs meet minimum requirements for ISCED 3C long programs. (3) Values are for 2002.

Table A15

Students enrolled ('000s) in VET in Schools programs and in School-Based New Apprenticeships, Australia 1996-2004

('000s)	1996	1997	1998	1999	2000	2001	2002	2003	2004
VET in Schools	60.0	94.1	117.0	139.4	153.6	169.8	185.5	202.9	211.9
School-Based New Apprenticeships	--	--	1.6	4.0	4.3	5.8	7.4	10.6	13.0

Notes MCEETYA, 2005, *National data on participation in VET in Schools programs and School-Based New Apprenticeships for the 2004 school year* and other years.

Table A16

Participation in structured workplace learning by students VET in Schools programs and hours of structured workplace learning per student participating in structured workplace learning, Australia 1996-2004

	1999	2000	2001	2002	2003	2004
% of VETiS students receiving SWL	41.1	52.8	59.6	60.6	51.8	54.2
Hours of SWL/student receiving SWL	98	80	70	66	59	58

Notes MCEETYA, 2005, *National data on participation in VET in Schools programs and School-Based New Apprenticeships for the 2004 school year* and other years.

Table A17

New Apprenticeship school leaver entry rates and profile by selected characteristics, 1999-2004

	1999	2000	2001	2002	2003	2004
School Leaver Entrants ('000s)	39.2	40.1	39.4	42.3	44.8	46.2
School-leaver entry rates	%	%	%	%	%	%
Australia	16.1	15.8	15.7	16.9	17.6	17.9
Males	20.3	19.2	18.7	20.1	21.3	22.6
Females	11.6	12.3	12.7	13.6	13.7	12.9
New South Wales	15.0	15.0	15.1	15.7	16.2	16.0
Victoria	16.8	18.2	18.7	19.8	20.6	21.1
Queensland	19.4	16.7	16.2	17.8	18.4	18.2
South Australia	15.2	15.0	15.4	17.5	18.4	18.7
Western Australia	11.2	11.3	10.1	11.5	12.6	14.6
Tasmania	20.2	19.4	18.2	19.7	21.4	21.6
Northern Territory	17.7	16.6	13.7	16.2	17.6	21.1
Australian Capital Territory	15.6	13.8	13.4	13.8	15.0	14.6
Highest school year completed						
Year 9 or less	21.5	24.5	24.3	26.8	33.4	29.0
Year 10	34.1	32.5	33.3	35.0	40.1	38.6
Year 11	22.0	20.3	20.5	23.6	22.5	23.2
Year 12	11.5	11.5	11.6	12.5	12.9	13.2
Profile %						
Male	65.1	62.0	59.8	60.3	61.8	64.7
Indigenous	1.9	1.9	2.1	2.0	2.5	2.6
Traditional apprenticeships	41.4	39.3	36.8	36.8	40.4	48.7
Duration more than two years	46.6	46.5	45.4	47.3	50.6	59.0
Certificate III or higher	63.1	64.3	62.5	63.8	70.3	77.7
Highest grade at school						
Year 9 or less	4.6	4.8	4.4	4.8	4.5	4.5
Year 10	27.3	26.7	26.2	25.0	25.3	25.6
Year 11	17.2	16.9	15.5	15.9	15.4	16.1
Year 12	51.0	51.7	53.9	54.2	54.8	53.8

Notes *School leaver entry rates* are calculated from customised NCVER data for 15-19 year-old school leavers commencing New Apprenticeships in the given calendar year and customised and published data from ABS *Schools Australia* 4221.0. School leavers exclude full-fee paying overseas students. Profile percentages are based on customised NCVER data for 15-19 year-old school leavers commencing New Apprenticeships.

Table A18

New Apprenticeship commencement rates and profile by selected characteristics, 15 to 19 year-olds, 1999-2004

%	1999	2000	2001	2002	2003	2004
Commencements ('000s)	80.2	81.5	82.2	88.8	90.2	88.8
Commencement rates	%	%	%	%	%	%
Australia	6.2	6.1	6.1	6.5	6.6	6.4
Males	7.8	7.4	7.1	7.7	8.0	8.1
Females	4.5	4.8	5.0	5.3	5.2	4.7
New South Wales	5.4	5.4	5.3	5.7	5.9	5.6
Victoria	6.5	7.3	7.4	7.8	7.5	7.3
Queensland	7.4	6.5	6.4	7.0	6.9	6.6
South Australia	6.7	6.7	6.5	7.3	7.2	7.1
Western Australia	4.6	4.6	4.3	5.0	5.6	5.7
Tasmania	7.5	7.6	7.3	7.6	8.2	8.6
Northern Territory	5.3	4.9	4.5	4.9	5.0	5.4
Australian Capital Territory	6.5	5.6	5.3	5.3	6.1	6.0
Profile %						
Male	64.6	61.9	59.4	60.6	61.7	64.2
Indigenous	2.2	2.2	2.5	2.5	2.9	3.2
Traditional apprenticeships	37.9	35.4	32.5	33.5	37.1	45.6
Duration more than two years	44.1	44.9	43.7	45.0	48.2	56.1
Certificate III or higher	62.1	63.6	62.0	64.0	70.7	78.1
Highest grade at school						
Year 9 or less	6.3	6.4	6.4	6.3	6.0	5.9
Year 10	31.1	30.1	29.7	29.6	29.4	29.5
Year 11	17.7	17.4	16.9	16.6	16.4	16.5
Year 12	44.9	46.1	47.0	47.5	48.3	48.1

Notes Commencement rates are calculated from customised NCVER data for persons not at school commencing New Apprenticeships and ABS, *Population by age and sex, Australian states and territories,* June 2004, 3201.0. Profile percentages are based solely on customised NCVER data for persons not attending school who commenced a New Apprenticeship at any time in the year. Estimates exclude recommencements or persons starting a second qualification within a calendar year.

Table A19

New Apprenticeship participation rates and profile by selected characteristics, 15 to 19 year-olds, 1999-2004

	1999	2000	2001	2002	2003	2004
Persons In-training ('000s)	91.6	97.0	98.9	103.2	106.3	105.5
Participation Rates	%	%	%	%	%	%
Australia	7.0	7.3	7.3	7.6	7.8	7.6
Males	10.2	10.4	10.0	10.2	10.5	10.6
Females	3.8	4.1	4.5	4.9	5.0	4.5
New South Wales	6.7	7.1	7.0	7.2	7.4	7.4
Victoria	7.0	7.6	8.3	8.7	8.7	8.0
Queensland	7.8	7.7	7.4	7.6	7.9	7.6
South Australia	6.8	7.3	7.1	7.4	7.9	7.8
Western Australia	7.2	7.0	6.4	6.6	7.0	7.4
Tasmania	8.1	8.2	8.5	8.4	9.0	9.9
Northern Territory	5.8	5.3	5.1	5.2	5.4	5.6
Australian Capital Territory	5.1	5.1	4.9	5.3	5.7	6.0
Profile %						
Male	73.9	72.8	69.6	68.6	68.8	71.1
Indigenous	1.5	1.6	1.8	2.0	2.2	2.4
Traditional apprenticeships	58.6	57.7	54.1	52.2	52.9	59.7
Duration more than two years	64.2	64.4	63.2	61.8	62.7	68.4
Certificate III or higher	75.4	76.0	75.6	75.0	77.8	83.3
Highest grade at school %						
Year 9 or less	6.4	6.6	6.9	7.0	6.8	5.9
Year 10	38.8	38.1	37.7	37.3	36.7	29.5
Year 11	19.4	19.2	18.5	17.9	17.4	16.5
Year 12	35.4	36.1	36.9	37.7	39.0	48.1

Notes *Participation rates* are calculated from customised NCVER data from for persons not attending school and in-training on 30 June and from population estimates from ABS, *Population by age and sex, Australian states and territories,* June 2004, 3201.0. Profile percentages are based solely on customised NCVER data for persons not attending school who are in-training on 30 June 2004.

Table A20

Participation in VET, hours per student and profile by selected characteristics, 15 to 19 year-olds, 1999-2004

%	1999	2000	2001	2002	2003	2004
Students Enrolled (000's)	259.3	281.2	276.5	279.1	277.5	274.3
Participation rates	%	%	%	%	%	%
Australia	20.9	22.2	21.3	21.2	21.1	20.3
Males	23.7	24.8	23.7	23.5	23.1	22.7
Females	17.8	19.2	18.6	18.8	18.8	17.7
New South Wales	20.9	24.4	22.0	21.5	22.1	20.7
Victoria	23.7	23.2	23.0	24.3	24.5	24.1
Queensland	20.4	19.8	19.2	19.0	17.6	16.8
South Australia	16.1	16.4	16.2	15.9	16.8	16.1
Western Australia	21.7	23.4	24.8	23.6	21.2	20.8
Tasmania	15.2	16.7	17.4	16.4	17.5	19.3
Northern Territory	18.7	21.0	20.7	21.3	19.8	20.0
Australian Capital Territory	16.3	17.4	16.3	15.6	16.3	17.2
Hours per Student						
Australia	329	317	334	333	340	343
Males	327	320	334	334	337	335
Females	332	314	334	333	344	354
New South Wales	322	293	328	342	337	340
Victoria	366	367	368	358	360	365
Queensland	298	302	312	304	320	324
South Australia	343	329	329	320	366	369
Western Australia	296	297	315	304	305	311
Tasmania	269	260	262	281	267	257
Northern Territory	233	222	219	218	221	218
Australian Capital Territory	358	382	399	410	385	376
Profile %						
Male	58.5	57.5	57.3	56.8	56.6	57.4
Indigenous	3.8	3.8	4.0	4.3	4.1	3.9
Qualification						
Diploma or higher	12.5	11.5	11.9	12.0	11.8	11.5
Certificate III or IV	35.3	35.5	37.5	38.5	40.5	43.0
Certificate I or II	27.5	29.5	29.6	30.0	26.9	25.4
Year11 or 12	0.5	0.4	0.5	1.3	1.5	1.5
Other	24.1	23.1	20.5	18.2	19.3	18.6
Highest grade at school						
Year 9 or less	10.5	10.3	10.4	10.7	10.7	10.3
Year 10	29.8	29.7	29.0	28.7	27.4	26.7
Year 11	15.0	15.1	14.4	13.8	13.5	13.6
Year 12	44.7	44.9	46.1	46.9	48.3	49.4

Notes Participation rates are calculated from customised NCVER data for persons not at school enrolled in any VET course with a public provider or a publicly-funded VET course with a private provider and ABS, *Population by age and sex, Australian states and territories,* June 2004, 3201.0. Corrections have been made for missing data. Hours per student and profile percentages are based on the same customised NCVER data.

Table A21

Higher education Year 12 entry rates and profile by selected characteristics, 15 to 19 year-olds, 1999-2004

%	1999	2000	2001	2002	2003	2004
School Leaver Entrants ('000s)	39.2	40.1	39.4	42.3	44.8	46.2
School-leaver entry rates	%	%	%	%	%	%
Australia	40.1	38.5	38.3	38.2	35.0	34.5
Males	36.0	34.5	34.5	34.0	31.3	30.9
Females	43.7	42.0	41.8	41.9	38.3	37.7
New South Wales	41.1	40.7	40.9	39.9	36.8	35.2
Victoria	43.8	42.6	41.6	39.3	37.1	35.9
Queensland	36.5	33.7	34.4	37.4	33.8	33.7
South Australia	44.4	38.8	41.0	40.3	36.9	36.9
Western Australia	35.3	33.3	33.4	33.0	29.6	29.7
Tasmania	34.3	31.4	28.8	32.5	28.6	30.5
Northern Territory	8.7	26.4	27.8	26.1	25.3	21.6
Australian Capital Territory	31.2	30.0	28.5	29.7	21.3	30.8
Indigenous	21.2	17.7	16.4	17.1	15.5	16.5
Profile %						
Male	42.3	42.0	42.1	42.2	42.4	42.7
Indigenous	0.6	0.6	0.6	0.6	0.7	0.8

Notes *Year 12 entry rates* are calculated from customised DEST data for 15-19 year-old school leavers (domestic students who reported attending school in the reference year or the previous year) and customised and published data from ABS *Schools Australia* 4221.0. School leavers exclude full-fee paying overseas students in both the numerator and denominator. Profile percentages are based on customised DEST data for 15-19 year-old school leavers commencing higher education directly from Year 12. There is a break in the series between 2001 and 2002. Changes in enumeration should result in higher counts of enrolments.

Table A22

Higher education commencement and participation rates and profiles by selected characteristics, 15 to 19 year-olds, 1999-2004

	1999	2000	2001	2002	2003	2004
Students Commencing ('000s)	89.2	90.8	95.6	94.1	89.9	89.5
Commencement Rates	%	%	%	%	%	%
Australia	6.8	6.8	7.1	6.9	6.6	6.5
Males	5.6	5.5	5.8	5.6	5.4	5.3
Females	8.2	8.2	8.4	8.3	7.9	7.7
New South Wales	6.4	6.5	6.8	6.5	6.3	6.0
Victoria	7.5	7.4	7.3	7.0	6.9	6.5
Queensland	7.1	7.4	7.9	7.7	7.1	7.3
South Australia	6.8	6.3	6.7	6.6	6.1	6.0
Western Australia	6.5	6.2	6.5	6.5	6.2	6.2
Tasmania	5.9	5.7	5.9	6.3	5.8	6.3
Northern Territory	4.0	3.6	4.3	4.2	3.9	3.5
Australian Capital Territory	7.0	7.1	6.8	7.4	7.7	7.7
Profile %						
Male	41.7	41.4	41.7	41.6	41.7	41.8
Indigenous	0.9	0.8	0.8	0.9	0.9	1.0
Students Enrolled ('000s)	142.7	143.4	150.5	151.7	146.3	142.9
Participation Rates	%	%	%	%	%	%
Australia	11.0	10.8	11.1	11.2	10.7	10.3
Males	8.9	8.8	9.1	9.0	8.7	8.4
Females	13.1	12.9	13.3	13.4	12.8	12.3
New South Wales	9.7	9.9	10.3	10.2	9.8	9.4
Victoria	12.0	11.5	11.4	11.0	10.7	10.2
Queensland	11.9	11.9	12.8	13.0	12.4	12.1
South Australia	11.1	10.4	10.4	10.5	10.1	9.7
Western Australia	11.2	11.0	11.5	11.7	11.3	10.9
Tasmania	8.8	8.6	8.8	9.1	8.8	8.9
Northern Territory	5.8	5.4	6.1	6.0	5.5	5.0
Australian Capital Territory	11.0	10.5	10.5	11.3	11.9	11.7
Profile %						
Male	41.7	41.4	41.6	41.5	41.6	41.8
Indigenous	0.8	0.7	0.7	0.8	0.8	0.8

Notes *Commencement and participation rates* are calculated from customised DEST data for commencing and enrolled domestic students and from population estimates from ABS, *Population by age and sex, Australian states and territories,* June 2004, 3201.0. Profile percentages are based solely on customised DEST data for persons who commenced or were enrolled in a higher education course in the reference year. There is a break in the series between 2001 and 2002. Changes in enumeration should result in higher counts of enrolments.

Table A23

Part-time employment of full-time school and tertiary students, 15 to 19 and 20 to 24 year olds, Australia, April-June 1986 to 2005

	15 to 19 year-olds FULL-TIME SCHOOL STUDENTS			15 to 19 year-olds FULL-TIME TERTIARY STUDENTS			20 to 24 year-olds FULL-TIME TERTIARY STUDENTS		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
1986	21.2	25.3	23.2	27.4	39.0	33.5	26.6	37.6	31.7
1987	19.5	24.4	21.9	26.4	34.1	30.6	28.4	33.8	30.9
1988	20.1	25.3	22.6	23.7	34.6	29.7	30.6	35.6	33.0
1989	22.7	28.0	25.4	30.3	38.3	34.7	29.6	40.6	34.9
1990	23.0	29.5	26.2	34.0	41.1	38.0	37.9	45.3	41.6
1991	21.3	25.9	23.5	30.8	40.3	36.0	29.7	42.5	36.3
1992	22.1	27.6	24.8	30.3	40.1	35.6	31.9	35.0	33.5
1993	19.6	26.4	23.0	28.0	37.3	33.2	30.6	37.8	34.3
1994	23.7	32.4	28.1	33.7	38.9	36.7	33.5	42.7	38.2
1995	24.0	35.8	29.7	36.4	52.2	45.4	35.2	42.4	38.8
1996	26.0	35.5	30.7	40.1	46.1	43.5	37.0	46.6	41.9
1997	26.0	31.8	29.0	42.2	52.3	47.8	38.5	45.5	42.1
1998	25.8	33.8	29.8	43.0	52.2	48.1	42.1	45.9	44.1
1999	28.1	34.8	31.5	42.2	54.1	48.7	45.5	48.9	47.3
2000	28.6	36.7	32.6	42.6	55.1	49.4	44.3	50.7	47.7
2001	30.6	36.7	33.7	47.8	53.3	50.9	41.1	52.5	46.8
2002	27.5	36.7	32.1	39.3	52.6	46.6	44.5	52.1	48.6
2003	26.6	37.4	32.0	45.4	57.1	51.7	44.6	53.6	49.4
2004	31.2	39.5	35.3	43.8	53.4	49.0	43.1	52.7	48.4
2005	31.3	41.1	36.2	44.2	54.4	49.9	45.3	52.8	49.4

Notes ABS *Labour force Australia*, 6202.0—ST LM3.

Table A24

Full-time and part-time employment: 15 to 19 and 20 to 24 year olds not in full-time study, Australia, May 1986 to 2005

	% EMPLOYED PART TIME			RATIO OF PART-TIME WORK TO FULL-TIME WORK			% EMPLOYED FULL TIME		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
15 to 19 year olds									
1986	6.2	9.9	8.0	0.09	0.16	0.12	71.7	61.5	66.8
1987	6.8	12.2	9.4	0.10	0.21	0.14	70.2	59.5	65.1
1988	7.7	12.0	9.7	0.11	0.19	0.14	71.8	63.0	67.6
1989	6.9	11.8	9.1	0.09	0.18	0.13	79.1	64.2	72.2
1990	7.8	12.7	10.1	0.11	0.21	0.15	73.1	61.2	67.6
1991	10.1	15.9	12.8	0.16	0.31	0.22	62.1	51.2	57.0
1992	10.9	19.3	14.7	0.18	0.46	0.28	60.0	42.1	51.9
1993	11.5	19.7	15.1	0.20	0.45	0.29	57.6	44.3	51.7
1994	11.5	22.8	16.4	0.20	0.57	0.33	57.2	40.0	49.8
1995	11.7	22.2	16.4	0.19	0.52	0.30	62.9	42.4	53.8
1996	12.3	25.5	18.0	0.21	0.60	0.35	59.1	42.4	51.9
1997	14.1	26.0	19.1	0.25	0.61	0.37	57.2	42.4	51.0
1998	11.9	25.1	17.4	0.20	0.64	0.34	58.8	39.2	50.5
1999	14.8	26.3	19.8	0.25	0.61	0.38	60.1	43.4	52.8
2000	17.1	24.9	20.5	0.28	0.55	0.38	60.6	44.9	53.6
2001	17.6	26.7	21.5	0.31	0.61	0.42	56.4	44.1	51.0
2002	17.1	29.8	22.8	0.29	0.76	0.46	58.9	39.1	50.0
2003	17.7	28.4	22.4	0.30	0.67	0.44	58.5	42.5	51.4
2004	16.7	30.6	22.9	0.29	0.74	0.46	57.6	41.5	50.4
2005	15.8	31.7	22.9	0.25	0.82	0.44	63.3	38.9	52.4
20 to 24 year olds									
1986	3.9	10.3	7.1	0.05	0.17	0.10	80.4	58.9	69.6
1987	3.5	10.3	6.9	0.04	0.17	0.10	80.9	60.8	70.9
1988	4.4	10.9	7.6	0.05	0.18	0.11	80.7	61.0	70.9
1989	4.1	11.5	7.8	0.05	0.18	0.11	83.7	63.8	73.8
1990	4.8	11.1	8.0	0.06	0.17	0.11	81.1	64.2	72.7
1991	5.8	11.0	8.4	0.08	0.18	0.12	74.7	59.8	67.3
1992	6.8	14.6	10.7	0.10	0.26	0.17	70.9	56.7	63.9
1993	7.8	14.7	11.2	0.11	0.27	0.18	70.8	55.2	63.1
1994	7.6	15.4	11.4	0.11	0.27	0.18	71.2	57.3	64.3
1995	7.7	15.4	11.5	0.10	0.27	0.17	75.0	57.9	66.5
1996	7.5	16.3	11.8	0.10	0.29	0.18	75.6	57.2	66.5
1997	8.8	17.6	13.1	0.12	0.33	0.21	70.8	54.0	62.6
1998	9.9	15.7	12.7	0.14	0.27	0.20	71.8	58.0	65.1
1999	9.9	18.6	14.1	0.13	0.34	0.22	73.3	55.1	64.5
2000	8.7	16.7	12.6	0.11	0.28	0.18	75.9	60.3	68.3
2001	10.0	17.3	13.6	0.14	0.29	0.21	72.6	59.0	65.9
2002	10.6	17.4	13.9	0.14	0.30	0.21	73.9	57.8	66.2
2003	11.6	17.6	14.5	0.16	0.31	0.22	71.5	57.4	64.7
2004	11.6	20.4	15.8	0.16	0.37	0.25	72.4	55.2	64.2
2005	11.2	19.8	15.3	0.15	0.34	0.23	75.2	57.7	67.0

Notes ABS *Labour force Australia*, 6202.0—ST LM3.

Table A25

Part-time work as a proportion of non-student employment, male and female aged 20-24 years, OECD countries, 2001

Rank	Country	Part-time work as a proportion of non-student male employment
1	New Zealand	15.7
2	**Australia**	**11.5**
3	Canada	8.7
4	Poland	7.8
4	Switzerland	7.8
6	Sweden	7.7
7	France	6.4
8	UK	6.2
9	Mexico	6.1
9	Belgium	6.1
11	Finland	6.0
12	Italy	4.6
13	Turkey	4.2
14	Germany	3.8
15	Spain	2.9
16	Greece	2.5
17	Austria	2.0
18	Czech Rep.	0.8
19	Slovak Rep.	0.3
	Mean	**5.8**

Rank	Country	Part-time work as a proportion of non-student female employment
1	New Zealand	27.7
2	Belgium	26.2
3	Finland	23.2
4	Sweden	21.8
4	**Australia**	**21.8**
6	UK	21.6
7	France	21.1
8	Canada	19.6
9	Mexico	19.4
10	Denmark	16.1
11	Poland	15.7
12	Germany	15.2
13	Italy	12.9
14	Spain	12.3
15	Turkey	11.9
16	Austria	9.5
17	Switzerland	8.6
18	Greece	7.1
19	Slovak Rep.	5.3
20	Hungary	2.2
21	Czech Rep.	2.1
		15.3

Notes OECD, *Labour market statistics* - DATA LFS transition from school to work of young people, sex and age – www.oecd.org

Table A26

Number of full-time jobs and full-time job growth by age group: Australia, May 1995 to 2005

	NUMBER IN FULL-TIME WORK			% CHANGE IN NO. IN FULL-TIME WORK		
	15-19	20-24	25-64	15-19	20-24	25-64
	'000s	'000s	'000s	%	%	%
1995	232.0	793.3	5,151.7	100.0	100.0	100.0
1996	223.7	766.2	5,251.3	96.4	96.6	101.9
1997	203.5	699.3	5,318.1	87.7	88.2	103.2
1998	208.9	717.2	5,385.8	90.0	90.4	104.5
1999	211.0	672.8	5,480.9	90.9	84.8	106.4
2000	218.5	693.6	5,620.7	94.2	87.4	109.1
2001	209.3	664.4	5,667.6	90.2	83.8	110.0
2002	207.1	654.0	5,733.2	89.3	82.4	111.3
2003	215.1	660.4	5,814.8	92.7	83.2	112.9
2004	218.3	678.5	5,935.9	94.1	85.5	115.2
2005	229.9	714.5	6,104.5	99.1	90.1	118.5

Notes ABS *Labour force Australia*, 6291.0.55.001 Table 3 and LM3. Values for 15-19 and 20-24 year-olds are for persons not in full-time education. Values may differ from those in the corresponding table in the previous editions of HYPAF because of revisions to estimates by the ABS.